DOCUMENT RESUME

ED 268 108 SP 027 456

AUTHOR	Garibaldi, Antoine M.
TITLE	The Decline of Teacher Production in Louisiana (1976-83) and Attitudes toward the Profession.
INSTITUTION	Southern Education Foundation, Atlanta, Ga.
PUB DATE	Mar 86
NOTE	136p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Education Majors; Elementary Secondary Education; *Minority Group Teachers; *State Norms; Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS	*Louisiana

ABSTRACT

A study sought to examine the current status of teacher supply in Louisiana, with special attention to the number of black and minority teachers and education majors. Ethnographic research procedures were used to identify trends and factors in the decline in the supply of education students and teachers in Louisiana. Methods included: analysis of graduation statistics for Louisiana schools of education; interviews with deans of education in Louisiana; analysis of black and white performance on the National Teachers Examination (NTE) in Louisiana; analyses of entry level teaching certificates of Louisiana education graduates; and interviews with education and noneducation majors in Louisiana schools. The hypothesis that there has been a steady decline in the number of education graduates in Louisiana since 1976 was confirmed. The study data also showed that the number and proportional representation of black graduates has dropped substantially and sharply. The report discusses in detail the study methodology and results, and presents seven recommendations concerning teacher salaries, financial incentives, teacher recruitment, the NTE, legislative needs, and community involvement. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The Decline of Teacher Production in Louisiana (1976-83) and Attitudes Toward the Profession

ED268108

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Al-Amin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Southern Education Foundation
Atlanta, Georgia 30308

SP027456

SP

The Decline of Teacher Production in Louisiana (1976-83) and Attitudes Toward the Profession

ANTOINE M. GARIBALDI, Ph.D.
Xavier University of Louisiana

Consultants: Louis A. Castenell, Ph.D.
Oran Stewart, Ph.D.

Xavier University of Louisiana

March 1986

Copyright © 1986 by the Southern Education Foundation, Atlanta, Georgia. All rights reserved. Printed in the USA.

This document is being published and distributed by the Southern Education Foundation. The interpretations and conclusions contained in this publication represent the views of the authors and not necessarily those of the Foundation.

FOREWORD

The Southern Education Foundation and the family philanthropies which preceded it have had a special and continuing interest in the education of Black Americans for more than a hundred years. The Foundation has been concerned particularly with programs aimed at increasing and improving higher education opportunities for blacks in the South.

In April, 1974, the Board of Directors (renamed Board of Trustees in 1984) established a special project, the Higher Education Program, to address issues which were surfacing as a result of the then Adams v. Richardson case. Under this higher education component, the Foundation supported coalitions formed by citizens to monitor state desegregation plans, sponsored conferences and workshops, published papers, monographs and documents, and awarded general grants which focused specifically on achieving equity in higher education in the ten states originally affected by the Adams case.

In September, 1978, the Higher Education Program proposed concentrating a major portion of its allocation on a Research Task Force which was formed to plan a research agenda for the Foundation and to commission research projects. This body of six educators has commissioned over 20 studies since its inception; this document is presented as part of the Higher Education Program Research Series. Other publications which are part of the series are listed at the end of this report and are available to the public at a cost of $5.00 each.

SEF has been able to expand its Higher Education Program as a result of receiving grants since July, 1983 from the Ford Foundation; the publication of this report is made possible by the grants.

A list of other Foundation publications may be obtained by writing to the Southern Education Foundation.

Thank you.

SOUTHERN EDUCATION FOUNDATION
340 W. Peachtree St., N.W.
Suite 250
Atlanta, Georgia 30308
(404)523-0001

March, 1986

Elridge W. McMillan, President

Price: $5.00

PREFACE

The future of education in this country will be determined in large part by the quantity and quality of teachers in the classroom. This is an especially important issue for the southern states, whose school age population has increased by more than ten percent over the last decade. But, while enrollments rise in elementary and secondary schools, the teaching force is declining through retirement, career changes by teachers and a smaller number of young people entering the profession. As this study will demonstrate, Louisiana's production of education graduates--only about half of whom immediately become classroom teachers--has decreased substantially since 1976. Furthermore, the numbers of black teachers in this state, which has enrollments that are approximately 45% black and other non-white children, continue to decline at even greater rates. (Louisiana's current proportion of black and other minority teachers is about 35 percent.) This is a serious problem and one of the main reasons this study was proposed and conducted.

The study, however, does not solve the teacher shortage problem but it does inform the general public in Louisiana, its legislators and key government officials about the seriousness of this decline of teachers. While the study as originally proposed

planned to look at black teachers primarily, the analyses reflect the current situation of the entire teaching force in the state. Additionally, interviews were conducted of non-education majors to ascertain their perceptions of teaching and what key factors might entice them into the profession.

As stated earlier, the study results do not provide all of the answers to the teaching shortage but they do give a baseline from which policy-makers and educators must work. Knowing the current status of the shortage is critical to determining how far we must go to resolve this problem. No one will argue that quality teachers are needed for the classroom; but, if aggressive recruiting of young people to the profession is not done now, classrooms in the 1990's may be filled with children but with no qualified teachers. Young people must be actively encouraged to pursue this profession where they can make a difference by preparing the next generation of teachers, doctors, lawyers and other professionals.

ACKNOWLEDGMENTS

This study could not have been completed without the valuable support of the Southern Education Foundation and the assistance of many people who contributed to this research. I would especially like to thank my consultants, Dr. Louis Castenell and Dr. Oran Stewart, who interviewed and collected data from deans and chairpersons, as well as education and non-education majors, in the state. Their data collection efforts and drafts of the analyses were extremely important to the completion and quality of this research. Special gratitude is also expressed to the ten deans and chairpersons of education from public and private institutions in Louisiana who served as the sample group. (I would mention each of them by name were it not for the promise of confidentiality which I assured them.) Thanks are also extended to the students who participated in the study. Special appreciation is given to Xavier's University Research Center under the direction of Dr. Gary Talarchek and Mr. John Gubert. Their secretarial staff and student researchers, especially Madonna Constantine, were helpful in analyzing the qualitative data on the open-ended questionnaires. I save this last special thank you for my secretary, Mrs. Denise Watson, who patiently transformed my handwritten drafts of this study into the quality manuscript that follows. Without the efforts of all of these individuals and the financial support of the Southern Education Foundation, this study could never have been conducted.

Table of Contents

	Preface	i
	Acknowledgments	iii
	List of Tables	v
	List of Figures	viii
	Executive Summary	x
I.	Chapter One: Introduction	1
	Extent of the Nation's Teacher Shortage	2
	Black Teachers	6
II.	Chapter Two: Methodology	13
	Graduation Statistics for Education Majors	15
	Dean's Interviews	16
	Education and Non-Education Majors Surveys	17
	Student Interviews	18
	NTE Analysis of Louisiana Test Takers: 1978-82	21
	Analyses of Entry-Level Teaching Certificates	22
	Teachers Questionnaire	23
III.	Chapter Three: Results	
	General Comments: Limitations	25
	Summary of Interviews with Deans	27
	Highlights of Deans' Interviews	31
	Selected Results of Proposed Deans Questionnaire	32
	Decline of Louisiana Education Graduates: 1976-83	34
	Declining Proportion of Education Degrees to Total Baccalaureates	38
	Entry Level Teaching Certificates	46
	The NTE and Black Teachers	48
	Education and Non-Education Majors Survey Results	60
	Suggested Recommendations by Students	77
	Student Interviews	78
	Education Majors	80
	Non-Education Majors	82
	Teachers Questionnaire	86
IV.	Chapter Four: Recommendations	91
	References	98
	Appendix	101
	Expanded Text of Deans' Interviews	101
	Education Majors Questionnaire	108
	Non-Education Majors Questionnaire	110
	Teachers/Administrators Questionnaire	112

List of Tables

Table 1	Percent of First-Time Full-Time Freshmen Indicating Elementary/Secondary Teaching as Probable Career Occupation: Fall 1970 to 1982	5
Table 2	Fifteen States with Greatest Percentage of Minority Students, Percentage of Minority Teachers and Rank of Per Pupil Expenditures, 1982-83	11
Table 3	Ten States with Greatest Percentage of Minority Teachers, Average Salary and Salary Rank, 1982-83	12
Table 4	Total Education Degrees awarded by all Louisiana institutions and Black colleges and universities (HBC)--1976 to 1983	36
Table 5	Education Graduation Statistics: 1976-1977 and 1977-1978	39
Table 6	Education Graduation Statistics: 1978-1979 and 1979-1980	40
Table 7	Education Graduation Statistics: 1980-1981	41
Table 8	Education Graduation Statistics: 1981-1982 and 1982-1983	42
Table 9	Ratio of 1976-1983 Education Degrees to Total B.A./ B.S. Degrees Awarded in Louisiana (in percent)	44
Table 10	Type C Teaching Certificates Awarded in Louisiana 1979-1980 and 1983-1984	45
Table 11	Distribution of Louisiana NTE Test Takers By Race (1978-1982)	50
Table 12	Pass/Fail Distribution of Louisiana NTE Test Takers by Race (1978-1982)	52
Table 13	Non-Education and Education Majors Survey Results	67-68
Table 14	Education and Non-Education Majors Survey Results by Major and Race	69-70
Table 15	Profile of Education Majors Surveyed	79
Table 16	Profile of Non-Education Majors Surveyed	85

Figures

Figure		Page
1.	NTE Qualifying Scores	54
2.	Scores on Three Core Battery Tests by Racial/Ethnic Characteristics	54
3.	Hypothetical Qualifying Scores: Communication Skills	57
4.	Hypothetical Qualifying Scores: General Knowledge	58
5.	Hypothetical Qualifying Scores: Professional Knowledge	59

EXECUTIVE SUMMARY

Graduation Production of Education Majors

*In 1982-83, there were approximately 1500 fewer education graduates among Louisiana's 21 schools and colleges of education than there were in 1976. Data reveal that 3386 education degrees were conferred in 1976-77 compared to 1864 baccalaureates in education in 1982-83.

*In 1976-77, the five predominantly black colleges awarded 745 education degrees, or 22 percent of all education degrees awarded in the state. In 1982-83, Louisiana's black colleges awarded only 242 education degrees, or 13% of all education degrees in the state.

*Black education graduates in Louisiana have declined steadily over the last 8 years. In 1976, the mean number of black education graduates was 44 for 21 institutions; by 1980, the mean was 17 black education graduates per institution and by 1982-83 the figure was down to 12.

*The number of <u>total</u> Louisiana baccalaureate degrees awarded in 1982-83 (by institution) is less than those conferred in 1976-77. The average percent decline of education graduates to

total undergraduate degrees awarded by the state's 21 schools/colleges/departments of education, when comparing 1976-77 versus 1982-83 data, was 8 percent. The five black colleges' average percent decline for those years was more than 17 percent! However, the other 16 predominantly white institutions collectively had a mean percentage decline of about 5 percent.

*In 1976-77, the five black colleges in Louisiana accounted for 79 percent of all degrees awarded to black education majors; in 1982-83, they accounted for 67 percent. (Blacks accounted for 29 percent of all education degrees awarded in the state in 1976-77; in 1982-83, blacks represented 19 percent of all education degrees conferred.) Thus, the five black colleges continue to produce the majority of the state's black education graduates despite significant institutional, state and Federal efforts to attract more black students at the other 16 predominantly white colleges and universities.

*Private black colleges, which awarded almost 20 percent of their degrees in education in 1976-77, conferred only about 5 percent of all baccalaureates in the field of education at their institutions in 1982-83.

*Even though the five black colleges and universities in Louisiana still graduate more than 65 percent of black education students,

the proportion of education degrees they conferred, as a ratio of all baccalaureate degrees, has also declined significantly. For example, two black colleges awarded 33 and 41 percent of their total baccalaureates in education in 1976-77; in 1982-83, the ratio of education degrees to total baccalaureates conferred in these same institutions was 11 and 14 percent, respectively.

Teacher Certification in Louisiana

*Despite the production of representative numbers of black education graduates by the state's black and predominantly white institutions, estimates suggest that meager numbers of blacks are being certified to teach in Louisiana. Only three (3) percent, or 80, of the teaching certificates awarded in 1979-80 were received by black college graduates; in 1982-83 six (6) percent, or 116, teaching certificates went to black graduates of Louisiana's HBC's.

*Data suggest that barely half of the state's black education graduates are being certified to teach within a year of their graduation and fewer and fewer blacks have been taking and passing the National Teachers Examination (NTE).

*Louisiana's black colleges accounted for about 15 percent of all education degrees awarded in 1981-82 and 1982-83 combined but their graduates represented only about five (5) percent of the teaching certificates awarded in the state.

*In the 1978-79 certification year, 24 percent (536) of NTE test-takers in Louisiana were black; in 1981-82, 15% (170) of all NTE test-takers were black!

*Between 1978 and 1982, the number of both black and white NTE test-takers in Louisiana declined by more than 40 percent. In 1978-79, 536 blacks took the test; in 1981-82, the figure was down to 170. The comparable figures for whites were 1720 in 1978-79, and 960 in 1981-82.

*Between 1978 and 1983, only 211 of almost 1400 Louisiana blacks who took the NTE achieved the state's qualifying score, or about 17.8 percent. However, close to 4000 of 5200 whites who took the test achieved the state's qualifying score, or a passing rate of 77.4 percent.

Interviews with Deans and Chairpersons of Education

*Deans and chairpersons recognize that the number of education majors has dropped substantially over the last several years but are optimistic that this situation will improve soon. Additionally, they believe that current education majors are more academically able than students in previous years.

*While deans and chairpersons attribute the higher quality of students to more stringent state admission and certification requirements, they are very concerned that state requirements in recent years have been changed too often and too quickly.

*Deans believe that black and white students in education encounter the same difficulties in completing their academic programs. In general, they feel that low salaries, poor working conditions in schools, low prestige and related factors are major barriers to attracting more students into the profession.

*Few respondents provided any immediate solutions for attracting more black students into the profession and it appeared from the interviews that the problem of fewer blacks in education programs was not a serious issue. (This latter response can perhaps be attributed to the fact that the 16 predominantly white institutions which have teacher education programs have graduated an average of only about 25 percent of black education students in the past. Approximately 99 percent of the students who have graduated from the five black colleges' teacher education programs have been black and these institutions continue to produce 70 percent of black teachers in the state. Thus, as predominantly white colleges increase their share of black education students, the gravity of this shortage may become more important to these institutions.)

Education and Non-Education Majors' Interviews and Questionnaires

*Education and non-education majors both agree that salaries and fringe benefits for teachers should be increased. Both groups also recognized the importance of "serving others" as an incentive to becoming teachers.

*Non-education majors believed that job security and more career advancement opportunities were areas that needed serious improvement. Furthermore, these majors also agreed with education majors that teachers deserve greater respect from the communities where they teach.

*With respect to academic requirements for teachers, approximately 80 percent of both groups felt that academic and admission criteria were not too high. The interviews also confirmed both groups' belief that the education curricula are challenging and difficult. Furthermore, both groups did not believe that academic requirements should be lowered to attract more students into the profession.

*About a third of non-education majors and approximately half of education students felt that teacher education students were respected by students in other college fields.

*Providing more college financial aid to non-education majors might attract this group into a pre-professional teacher education program. However, education majors indicated that they would pursue an education degree even if financial aid was not available to them. In other words, education students' commitment to becoming teachers is a firm decision; this is best indicated by the fact tht 93 percent said that "service to others" was an important reason for being a teacher.

*Both the interviews and the surveys confirm that all education majors are concerned about passing the National Teachers Examination. They appear to have a great deal of anxiety about this requirement.

*Black and white students tended to differ significantly in their responses to the survey questionnaire. Black students were most concerned about passing certification exams, while white students tended to be more interested in the conditions of the teaching profession.

Recommendations

1. Salaries for teachers in the state must be increased and maintained at least to a level comparable to the national average.

2. Financial incentives such as scholarships and forgivable loans should be offered by universities and the state to entice academically-able high school students into majoring in education.

3. Undeclared majors in Colleges of Arts and Sciences should be recruited to become teachers and be eligible for financial incentives offered to entering college students.

4. High schools, with the assistance of education faculty at colleges and universities, should offer an Introduction to Teaching course to familiarize students with the teaching profession.

5. Specific institutional remedies should be established to improve the passing rates of blacks on the National Teachers Examination.

6. Legislators and members of the state's education governing boards should consult deans and chairpersons of education before amending standards for teacher education program.

7. Local citizens, civic and community organizations, business, the media and other sources of influence must assume leadership in mounting a concerted effort to improve the image of education and the teaching profession.

Chapter One

INTRODUCTION

Since the release of the National Commission on Excellence in Education's report, A Nation at Risk, in the Spring of 1983, much of the public's attention on education has been focused on improving student performance in the basic skills and increasing academic standards at all levels of education. But while student performance and more rigorous academic standards are serious concerns of the public, American education faces a much more formidable challenge in the years ahead, namely, the retention and recruitment of more teachers for elementary and secondary schools. Many school systems, particularly in the South and the West, are confronted with critical teacher shortages. Fewer college graduates are entering the profession and a quarter of the teaching force is expected to reach retirement age by the turn of the century. Many projections abound regarding the impending teacher shortage of our nation's schools but it appears that many of the auguries have fallen on deaf ears. The greatest need for teachers, as mentioned earlier, will be in the Sunbelt states and the West and it is for this reason that this study was conducted. Its focus is primarily on the decline of the black teaching population in Louisiana between 1976 and 1984 but there is sufficient information to demonstrate the magnitude of the overall decline of teachers in the state.

Extent of the Nation's Teacher Shortage

America's current teacher shortage is good news for aspiring teachers and recently laid-off instructors, but bad news for parents, district administrators and current teachers. The adverse impact of teacher shortages translates into classrooms where teacher-pupil ratios are higher than average and where the need for extensive recruitment efforts by district officials for teaching vacancies are essential. The problem is further compounded by an increasingly large cohort of school age children entering the classroom for the first time. Between 1981 and 1995, the United States Census projects that the number of children aged 5 to 13 will increase from 30.7 to 34.4 million. These children, offspring of the baby boom generation, are entering the schools at record numbers. School-age populations fell a little more than five percent, to 44.9 million, between 1980 and 1984 but the number of preschoolers rose nine percent, to an estimated 17.8 million during that same period. First grade enrollments rose 185,000 between the same four year period to 3,079,000 after experiencing a 33-year low of 2,894,000 (Time, July 22, 1985).

The Sunbelt states have experienced the greatest increases, due largely to migration from the North and immigration from Central America and the Third World countries. A survey of enrollments in the 50 states indicates that public elementary and secondary enrollments over the last decade increased in seven states--all of which were in the South and the West (Utah and

Wyoming had the largest increases with enrollment gains of 21% and 19%, respectively). Elementary enrollment rose nationally by 54,000 in 1984-85 and similar gains are expected into the 1990's. Texas, for example, expects enrollments of 5.25 million by the year 2000 (an increase of almost two million children from 1970); California, with 4.1 million students, anticipates an additional 724,000 by the year 1991; and Florida's public school population, 1.56 million in 1984, is projected at 2.1 million for the year 2000 (Time, July 22, 1985).

The increased enrollments of school systems in the early grades have come at a time when fewer young people are entering the profession and as veteran teachers are leaving the classroom, either out of dissatisfaction with their careers, opportunities for higher salaries in other fields, or because they have reached retirement age. Simultaneously the yearly supply of education graduates has been dropping steadily since the mid 1970's. In 1972-73, for example, the number of graduates in teacher education totaled 313,000; less than ten years later in 1980-81, there were 141,000 education graduates, or a decline of 45 percent (National Center for Education Statistics, 1983). (Ironically, the number of postsecondary institutions which offer teacher education programs increased from an estimated 1172 in 1973 to 1287 in 1983!)

The greatest decline of teacher education graduates occurred between 1975 and 1977 when the number of bachelor's recipients in education dropped from 243,000 to slightly more than 190,000

(Journal of Teacher Education, 1983). There are currently about 2.4 million teachers in this country and the National Center for Education Statistics projects that by 1993 the teaching force will have to be increased by 300,000; and more than 1.65 million of all teachers by 1993 will need to be newly hired professionals (Chronicle of Higher Education, 1985).

Teacher surpluses in many school districts in the mid 1970's contributed greatly to the decline of teacher education majors over the last ten years but so have other factors such as low salaries, negative publicity of schools and the teaching profession, and more opportunities in other fields for minorities and women. The National Center for Education Statistics (NCES) reports that in 1970 approximately 19 percent of undergraduates were interested in a teaching career; by 1979 that figure had plummeted to 6.4 percent; and in 1982 slightly less than five percent of first-time entering freshmen indicated teaching as a career preference (NCES, 1983).

Table 1 shows the gradual decline of freshmen expressing an interest in teaching between 1970 and 1982 but there is recent evidence that those percentages are slowly rising. For example, in a national profile of 182,000 freshmen who entered college in the Fall of 1984, 5.6 percent indicated education as their "probable" field of study (Astin, 1984). These statistics provide little reason for optimism and the problem is further exacerbated as critics point out that teacher education majors consistently score lower on standardized college entrance examinations.

Table 1

Percent of First-Time Full-Time Freshmen Indicating Elementary/Secondary Teaching as Probable Career Occupation: Fall 1970 to 1982

Fall of Year	Total	Elementary Teaching	Secondary Teaching
1970	19.3	8.0	11.3
1971	15.4	6.8	8.6
1972	12.1	5.6	6.5
1973	8.8	4.2	4.6
1974	7.7	3.5	4.2
1975	6.5	3.0	3.5
1976	8.0	4.3	3.7
1977	6.9	4.0	2.9
1978	6.2	3.7	2.5
1979	6.4	3.8	2.6
1980	6.0	3.8	2.2
1981	5.5	3.5	2.0
1982	4.7	3.0	1.7

SOURCE: NCES, The Condition of Education, 1983 Edition, p. 218.

Reprinted from Kluender, Mary M. (1984) Teacher Education Programs in the 1980's: Some selected characteristics. Journal of Teacher Education, 35, 4, July-August.

As the number of students interested in teaching has declined and with fewer teacher education graduates in recent years, one must remember that the teacher shortage problem is made more serious by the number of education graduates who do not apply to teach after graduation and those who are unable to be employed as teachers. In recent years, the number of education graduates who do not apply to teach has undoubtedly declined even more sharply as states have imposed stricter criteria for obtaining teaching certificates. The major obstacle for many education graduates has been their inability to achieve the qualifying score on national and state standardized examinations for teachers. As will be discussed later, the group most affected has been minority teachers since fewer than 25 percent actually qualify for a certificate based on their examination scores (Goertz and Pitcher, 1984).

Black Teachers

For many years teaching was the most sought after profession for blacks, especially those who lived in southern states. But since the mid 1960's, many more career opportunities have become available to blacks and other minorities. Thus, it is not surprising to many higher education researchers that fewer blacks are interested in majoring in a teacher education field. In 1982, minorities accounted for 11.1 percent of the teaching force in public and elementary schools; of that share blacks accounted

for 8.6 percent (NCES, 1982). The estimated black percentage of the public school population at that same time was 16.1. But now at a time when fewer blacks are entering the teaching ranks, public schools in major cities are serving increasingly more non-white students. Recent estimates indicate that by the year 2000 at least 53 major metropolitan areas will have a majority of non-white students in their public schools and an estimated national teaching force of only five percent black teachers (Goertz and Pitcher, 1984). For those cities where many of the minority students will be immigrants, such as New York, and Los Angeles and Houston, the teaching shortage will be more pronounced since there will be a need for instructors who are proficient in languages other than English.

The acute shortage of black teachers is a critical area for research because of two reasons. The obvious first one is that public schools have disproportionately high minority student bodies; the second reason is that half of the black population in this country is below the age of 25 (and 40 percent of that group is under the age of 20) according to the 1980 census. But even though the black population in this country is younger, recent analyses of black educational participation between 1970 and 1981 show that the number of black students in college during this period was about the same, even though the number of black youth eligible for college increased by almost 20 percent (NCES,

1983). As a percentage, black bachelor's degree recipients represented about 6.5 percent of the total degrees awarded in this country in 1976 and 1981; master's degrees declined from 1976 to 1981 by almost 16 percent for blacks; and doctor's and first-professional degrees remained about the same for 1976 and 1981 (NCES, 1983).

Fewer blacks also graduated in the field of education between 1976 and 1981, both in terms of the number of black degree recipients and the percentage representation of blacks at the bachelor's, master's and doctoral levels. In 1976, blacks represented 9.2 percent of all baccalaureates awarded in the field of education; in 1981 they represented 8.8 percent of the total in that field. In 1975-76, blacks received 14,095 undergraduate education degrees and 9325 (66%) of these were awarded to blacks in the South. In 1980-81, blacks received 9471 education degrees and 6518 (69%) of these were to blacks in the South (NCES, 1983). This gradual decline has continued at the undergraduate level in education as other fields such as business, public affairs and services, psychology, communication, the health professions and others have increased their proportional representation of black graduates. Education represented 24 percent of all black bachelor's degrees awarded in 1976, but only 16 percent in 1981.

Blacks, nevertheless, still receive graduate degrees in education at unusually high numbers. In 1976, 61 percent of all

black master's degree recipients (12,434 of 20,345) obtained their degrees in education; in 1981, half of all master's degrees received by blacks was in the field of education, 8645 of 17,133 (NCES, 1983). Doctoral degrees show a similar pattern. More than half (670) of the 1213 doctoral degrees received by blacks in 1976 were in education and in 1981 the NCES data reveal that education accounted for a little less than half of all doctorates received by blacks (614 of 1265). Finally it should be noted that a large share of blacks' degrees in education at the bachelor's and master's levels is awarded by black colleges. Nationally, almost 55 percent of black baccalaureates in education in 1976 were awarded by black colleges; in 1981 black colleges accounted for 48 percent of the black baccalaureates in education. When focusing on the South using this same data, black colleges awarded 74 and 63 percent of black education degrees in 1976 and 1981, respectively (Trent, 1984). Only about a dozen of the 103 historically black colleges are located outside of the South and their production of black college graduates in critical fields, such as education, deserves more recognition. (See Garibaldi, 1984 for more on this topic.) The data cited later on Louisiana's five black colleges' production of black teachers will corroborate the aforementioned national data.

The need for more black and other non-white teachers, particularly in the South, is best justified by the representation of more minority students in public schools. As

Dilworth (1984) has noted, blacks represent more than 20 percent of the population in seven states: Mississippi (35%), South Carolina (34%), Louisiana (29%), Georgia (27%), Alabama (26%), Maryland (23%), and North Carolina (22%). All of these states have more than 30 percent minority students in their respective school systems and only one (Maryland) has a per pupil expenditure ranked above 30, placing them among the lowest state in per pupil expenditure when compared with the 50 states and the District of Columbia (see Table 2). These same seven states also have teaching forces which are more than 22 percent minority, with Louisiana having the highest proportional share (35.5 percent) of minority teachers within states (see Table 3). Also noticeable in Table 3 is the fact that only two of the ten states with the greatest percentages of minority teachers had teaching salaries above the national median in 1983. According to the National Education Association, the average salary for teachers in 1984-85 was $23,500, and this figure included raises of 7.3 percent and a salary of only about $15,400 for first-year teachers. (Chronicle of Higher Education, 1985). Clearly, teachers' salaries will have to be increased soon and substantially if schools expect to retain veterans and attract young qualified professionals for the classroom. The implementation of this recommendation will be even more important to enticing blacks and other minorities to the profession since other career fields offer them better pay and better working conditions.

TABLE 2
Fifteen States with Greatest Percentage of Minority Students, Percentage of Minority Teachers and Rank of Per Pupil Expenditures, 1982-83

	% Minority Students	% Minority Teachers	Rank of Per Pupil Expenditures (50 States & D.C.)
Alabama	33.6	27.2	51
Arizona	33.7	10.2	34
California	42.9	16.4	37
District of Columbia	96.4	N/A	6
Florida	32.2	26.7	20
Georgia	34.3	27.6	40
Hawaii	75.2	N/A	14
Louisiana	43.4	35.3	36
Mississippi	51.6	38.6	49
Maryland	33.5	23.5	10
New Mexico	57.0	28.0	25
New York	32.0	7.8	2
North Carolina	31.9	22.5	30
South Carolina	43.5	26.1	50
Texas	45.9	26.9	43

Source: Feistritzer, C. Emily. The Condition of Teaching: A State by State Analysis (Princeton: Carnegie Foundation for the Advancement of Teaching, 1983), pp. 43, 61 (Compiled). Reprinted from Dilworth, M.E. (1984) Teachers' Totter. Washington, DC: Howard University.

TABLE 3

Ten States with Greatest Percentage of Minority Teachers, Average Salary and Salary Rank, 1982-83

	% Minority Teachers	Average Salary	Salary Rank (50 states & D.C.)
Alabama	27.2	17,850	37
Florida	26.7	18,538	32
Georgia	27.6	17,412	42
Louisiana	38.6	19,265	27
Maryland	23.5	22,786	10
Mississippi	35.3	14,285	51
New Mexico	28.0	20,600	20
North Carolina	22.5	17,836	38
South Carolina	26.1	16,380	45
Texas	26.9	19,500	25

SOURCE: Feistritzer, C. Emily. The Condition of Teaching: A State by State Analysis (Princeton: The Carnegie Foundation for the Advancement of Teaching, 1983), pp. 43, 47 (Compiled). Reprinted from Dilworth, M.E. (1984) Teachers' Totter. Washington, DC: Howard University.

Chapter Two

METHODOLOGY

The major hypothesis of this study was that the numbers of education majors, and particularly black students, had declined significantly during the period of 1976 through 1983. Even more, the principal investigator was interested in obtaining perspectives on this possible decline from deans and chairpersons of education, as well as their thoughts on the possible correlation between increased state requirements and the decline in the number of education graduates. To obtain a more comprehensive picture of the current status of teacher education in Louisiana, a total of 300 education and non-education majors were also surveyed on the following issues: the "image" and importance of teaching; those factors which might encourage (or discourage) more young people to enter the profession; and whether the requirements to become teachers were too rigid or not strict enough. Additionally, data were obtained on the performance of black and white students on the National Teachers Examination (NTE) and entry-level teaching certificates awarded to graduates between 1979 and 1984. The latter data were extremely important given the national concerns that (1) all education majors do not immediately enter the teaching force, and (2) that poor performance by blacks on the NTE may be a major reason for their smaller numbers in the profession.

The methodological plans of this study involved a number of ethnographic research procedures to document both the extent and possible causes of the decline of black teachers in Louisiana. Thus, it was imperative to collect both qualitative and quantitative information. The study instruments and procedures for collecting these data included the following:

1. Analyses of graduation statistics for each of the 21 Schools/Colleges/Departments (SCDE's) of Education in Louisiana between 1976 and 1983;
2. Interviews with ten Louisiana Deans/Chairpersons of Education in the state;
3. Analyses of black and white performance on the National Teachers Examination for 1978-1982 in Louisiana;
4. Analyses of entry-level teaching certificates granted to Louisiana education graduates between 1979 and 1984;
5. Two separate, but comparable, questionnaires administered to education and non-education majors in the sample institutions;
6. Interviews with education and non-education majors in six of the sample institutions; and
7. A questionnaire administered to practicing teachers in the Greater New Orleans metropolitan area.

Each of the above data sources are briefly discussed in this chapter; however more specific details on sampling procedures and illustrations of the instruments are presented in the results section, immediately preceding the discussion of the findings.

Graduation Statistics for Education Majors

As stated earlier, collecting qualitative as well as quantitative data for this research was necessary in order that the researchers might also be able to explain some of the reasons for the precipitous decline of black teachers in Louisiana--the study's chief hypothesis. More data on Louisiana institutions' graduation of education majors were obtained than had been planned because of the availability of HEGIS (Higher Education General Information Survey) biennial and annual records for 1976-77, 1978-79, 1980-81, 1981-82 and 1982-83. (These data are reported by institutions to the U.S. Department of Education.) The majority of the institutions' survey forms provided graduation statistics by race for the reporting years and it was primarily for the latter reason (i.e., racial data) that HEGIS data were substituted in place of the original institutional survey form developed for this study. The researchers' survey form asked the 10 sample institutions to provide data on: education graduates by race and areas of specialization for the preceding eight years; university admissions requirements (e.g., SAT or ACT scores); enrollment statistics of education majors and number of students not admitted to teacher education or dropped from the university; and student characteristics by sex, race, type of high school attended and GPA in high school at the time of graduation. Because it was obvious that most of the current department deans and chairpersons could not provide accurate

information for each student over the preceding eight years, the decision was made to use the HEGIS data instead of the original four-page survey. (See appendix for a copy of this instrument.) Though complete information was not available for each institution, the data from HEGIS were more comprehensive and provided the researchers with statistics on 21, rather than 10, colleges and universities. All institutions were also assured of confidentiality in the reporting of these data.

Deans' Interviews

Interviews of ten 10 deans/chairpersons of education were conducted by the project's consultants, Dr. Louis Castenell and Dr. Oran Stewart. The chief rationale for these assignments was the principal investigator's belief that more direct questions could be asked by these two interviewers since they were less familiar with the interviewees than the principal investigator. The interview questions were developed by the project team.

The major purpose of the interviews was to obtain the deans' views on: (a) the academic quality of their current and former education majors; (b) perceived barriers for recruiting education majors, and specifically black students; (c) perceptions of current state certification requirements and whether more stringent requirements since 1978 have discouraged or attracted more high quality education majors; and (d) recommendations for attracting more black students to teacher education programs.

Before the study began, 10 of the heads of the state's 21 departments and colleges of education were written to and asked if they could participate in this study. Excluding the researcher's institution, all of the other four historically black colleges (three public and one private) in the state were included in the sample. (Only one public black institution declined to participate.) The remaining six institutions (one private and five public) were predominantly white schools, medium size to large in total enrollments, and represented each geographical area of the state. Each of these six institutions agreed to participate. The following protocol was given to the deans/chairpersons and all responded to the following questions in the order which they are presented below.

1. Are there fewer students majoring in education at your institution than there were eight years ago?
2. Is there a qualitative decline also in students who are majoring in education?
3. What are the major barriers for attracting education majors?
4. What are the major obstacles to retaining education majors?
5. Are state requirements for teacher certification and teacher education too stringent? If yes, what changes would you recommend?
6. Would you favor an alternative to teacher certification compared to the traditional 4-year program?
7. Have state policies for admission to teacher education since 1978 deterred/attracted more high quality education majors?
8. How are candidates for admission selected?
9. What are some of the specific ways that might attract more black students to teacher education programs? To the teaching profession?

Education and Non-Education Majors Surveys

Two separate, but comparable, questionnaires were administered to approximately 300 education and non-educaton majors at six of the sample institutions. The questionnaire for education majors attempted to provide information on such issues as: why students wanted to become teachers; their perceptions of what fellow students thought of them given the major they had chosen; their impressions of academic standards for teachers, the National Teachers Examination and teacher salaries; and the importance of financial aid for their college preparation. Students responded to the 19-item questionnaire by selecting one of five, forced-choice responses on a Likert scale of 5 (Strongly Agree) to 1 (Strongly Disagree).

The questionnaire for non-education majors was structured in a similar fashion to that devised for education majors. The purpose of this instrument, however, was to identify what factors might (or might not) interest these students in becoming teachers e.g., improved working conditions, salaries, job security, fewer admission and certification requirements, and other topics. The majority of these items were comparable to those asked of the education majors and used the same stem for each item, e.g., I would become a teacher if....working conditions improved. (Both questionnaires are included in the results section.)

Questionnaires were sent to each of the deans/chairpersons who in turn administered them to students on their campuses. The instrument took an average of ten minutes to complete. Several of the items on the questionnaires were derived from a 1984 study of Mangieri and Kemper in their study of pre-service teachers in Texas.

Student Interviews

Student interviews of education and non-education majors were also conducted by the project consultants at the sample institutions. The major purpose of this activity was to amplify the information obtained from the student questionnaires previously discussed. The consultants also collected data on students' current GPA, type of high school attended, ACT/SAT scores, type of high school curriculum (i.e., general or pre-college tracts) and parents' occupations. The specific questions asked of each student were:

1. Why did you choose education as a major? Who, if anyone, influenced you in this career decision?
2. Where will you apply for certification and a teaching position after graduation? At what grade level(s)?
3. What suggestions do you have to attract more students to teaching careers? More black students?
4. What are some of the obstacles to becoming a certified teacher?
5. Do you think it is difficult to graduate as an education major compared to some other academic major? Do you think that a major in education is as challenging as other majors? If yes, why?

6. If you could make it easier to graduate and become certified as a teacher, what would you change? (e.g., test scores, 2.5 GPA requirement, course requirements, etc.)

7. What do you think could be done to improve the situation of the typical classroom teacher? (e.g., higher salaries, smaller classes, better student discipline, etc.)

A parallel set of questions were asked of non-education majors. The interview guide included the following probes:

1. Would you consider becoming a teacher? Why or why not? Is there anything in particular that discourages you from becoming a teacher?

2. Are there any aspects of teaching that you would enjoy? If yes, what?

3. What suggestions do you have that would make teaching a more attractive career to college students in general? To black students?

4. What do you see as the major obstacles for you to become a teacher?

5. Do you think a major in education is as challenging as other majors? Why or why not?

6. What are your suggestions for improving the situation of the typical classroom teacher, or to make teaching more attractive as a career? (e.g., higher salaries, better discipline, smaller class sizes)

Most interviews were conducted individually at the students' colleges or universities and lasted approximately 10 minutes each. A total of 43 education and 31 non-education majors were interviewed.

NTE Analysis of Louisiana Test Takers: 1978-82

In 1978 Lousiana legislated that all entry-level teachers in the state would be required to meet a specified score on the National Teachers Examination in order to obtain teaching certification. Since that time there has been a great deal of discussion about the appropriateness of this exam given the fact that many black graduates have failed to meet the state's minimum qualifying scores. At the time of the new requirement, the Educational Testing Service, the developer of the test, was using the Commons Examination. Based on unofficial comparisons of other state qualifying scores, Louisiana reportedly had one of, if not, the highest state qualifying scores in the nation--at about the 50th percentile. (This qualifying level is typically high for a minimum qualifying examination.) Given this concern, many advocates of teachers, and black teachers particularly, have felt that the qualifying scores were an effective means of reducing the numbers of black graduates who could become classroom teachers. Regardless of the intent, few blacks achieved the state qualifying scores during those first three to four years of the new regulation.

The data discussed later in the results chapter are further analyses conducted by the principal investigator of a Louisiana Board of Regents unpublished report on the state's NTE performance presented for the first time by a Utah researcher, Donald Kauchak, in a 1984 Phi Delta Kappan article. Even though these data indicate very low performance for blacks in the state, the findings are discussed in relation to recent ETS studies on the performance of blacks in states where the NTE is a requirement for state teaching certification. These data are very confidential for test-takers and the analyses, though limited, provide critical information to put Louisiana's black performance on this exam into an appropriate perspective. Lastly, it should be noted that the current Louisiana qualifying scores on ETS's newer (1982) NTE exam--the Core Battery--are more in line with the qualifying scores established by other states.

Analyses of Entry-Level Teaching Certificates

Since it is often stated that many education graduates do not immediately, or never, pursue a teaching position after graduation, the researchers considered it important to obtain data on the numbers of individuals who received an entry-level teaching certificate between 1976 and 1984. With the assistance of the Louisiana Department of Education's Teacher Certification Division, data on entry-level teaching certificates awarded between 1979 and 1984 were obtained. Though these data did not give any racial information on the recipients, it was possible to

make some estimates on the basis of the institutions from which these individuals graduated. The best estimates on black first-time teachers can be obtained from the five historically black colleges' graduates, which continue to graduate more than 60 percent of black teachers in the state. Similar interpolattions are made for entry-level white teachers who come primarily from the other 16 public and private colleges and universities. Furthermore, since the data are arranged by institutions, some graduation/certification comparisons can be made on the number of individuals who graduate from their respective institutions with the accompanying certification data for those institutions. These comparisons provide some indication of the estimated percentage of graduates who pursue or qualify for teacher certification after receiving their degrees. Possible explanations for smaller percentages of graduates seeking a certificate include other job opportunities, entering graduate school or not achieving the qualifying scores on the National Teachers Examination.

Questionnaire to Teachers

The last instrument discussed here was not a part of the original proposal submitted to the Southern Education Foundation when funding was approved for this research. However, the researchers took advantage of an opportunity to obtain qualitative data from a group of teachers who were taking courses during the

summer of 1985 at Xavier University. The open-ended questionnaire was developed with the purpose of assessing practicing teachers and administrators' perceptions about their jobs and the NTE, as well as their suggestions for improving teaching conditions and attracting more young people into the profession. The items were very similar to those asked of the current education majors but were administered in a large classroom situation rather than through individual interviews. Demographic information was also collected, as well as when they had passed the NTE and after how many attempts. The items asked included the following:

1. Why did you choose education as a major? Who, if anyone, influenced your career decision?
2. What are your perceptions of the NTE? (i.e., should it be required for certification, is it fair to minorities, etc.)
3. What suggestions do you have to attract more students to teaching careers? More black students?
4. What were the major obstacles for you to become a teacher?
5. What are your suggestions for improving the situation of the typical classroom teacher, or to make teaching more attractive as a career? (e.g., higher salaries, better discipline, smaller class sizes, etc.)

Though the researchers recognized the difficulty they would have in analyzing such qualitative data, they believed that the responses of teachers and administrators might either confirm or disconfirm the general perceptions about the NTE as well as the teacher shortage problem in Louisiana.

Chapter Three

RESULTS

This chapter reports on the results of this study. Analyses begin with a summary of the deans' interviews and end with the results of the survey administered to teachers and administrators. The major portion of this section, however, focuses on the decline of black and white teachers in Louisiana, the impact of the NTE on black education graduates and perceptions of teaching conditions by education and non-education majors in Louisiana. Tables of data are provided for each discussion.

The findings show that the numbers of black and white education graduates have declined by almost 50 percent since 1976 and the five historically black colleges' production of education graduates has declined by almost 70 percent. Also, significant differences are observed between education and non-education majors' perceptions about teaching conditions and the requirements for becoming teachers.

General Comments: Limitations

Prefatory comments are necessary regarding some of the limitations and survey difficulties the grantee encountered in collecting and analyzing the data of this study.

First, while 10 institutions originally agreed to participate in this effort, two of the institutions had new or acting chairpersons/deans of their schools/colleges of education by Fall 1984. In this instance both of the new assignments occurred at two black campuses. This issue is extremely important because it appears that within many of the state education departments/ colleges, faculty tend to be less informed about ever-changing state certification requirements than do the administrators responsible for carrying out the regulations, e.g., directors of student teaching, directors of field experiences or deans/chairpersons. The problem is even more acute when graduate faculty assume administrative responsibilities for teacher preparation since their previous experience with undergraduate education majors has usually been limited. Nevertheless, the thorough interviews with the more senior education administrators provided enough qualitative data to make judgments or inferences where necessary.

The second limitation of the data collection effort relates specifically to the deans' questionnaire, where, as mentioned in Chapter Two, the principal investigator had hoped to collect trend data on education graduates by sex, race, high school attended and GPA. The returned questionnaires from the sample indicated that little, if any, of this information was available by departments or institutions, especially for the years 1976 to

1982. Only recently does it appear that institutional research officers or education administrators have been compiling this kind of demographic information. The recent efforts, nevertheless, for public institutions to maintain this data has no doubt been spurred by the 1981 Consent Decree between Louisiana's colleges and universities and the federal government. Despite this apparent data collection problem, the grantee remedied what could have been a "fatal flaw" in the study by retrieving institutional data from available Higher Education General Information Survey (HEGIS) reports submitted to the federal government by Louisiana colleges and universities.

Summary of Interviews with Deans

For this part of the study, Deans from nine Departments/ Schools/Colleges of Education in Louisiana were interviewed by at least one (and sometimes both) of the project consultants. The deans and chairpersons were very cooperative in the interview sessions and provided relevant opinions as well as any available data which they might have had on their students. Each of the respondents was given the protocol of questions and all responded to the questions in the same order. The deans' responses to each question have been summarized below. Following this discussion is a list of highlights taken from the summary of the interviews. (Detailed, individual responses are provided in the Appendix.)

1. Are there fewer students majoring in education at your institution than there were 8 years ago?

All responses spoke to the affirmative that all departments have fewer education majors than they did eight years ago. Based upon their responses, the decline ranges from a drop of 85% to a drop of 28% since eight years ago. Two respondents did not volunteer the exact size of the decline. In addition, four respondents stated that though there had been a decline in enrollment, enrollment was picking up slightly or stabilizing.

None of the respondents appeared to be optimistic about student enrollment increasing substantially in the near future. Except for those at the smallest institutions, however, where sharp drops of enrollment would be the most threatening, the Deans seemed to be satisfied with the number of majors they had.

2. Is there a qualitative decline in students majoring in education?

To this item, all but one of the respondents stated that students majoring in education are as competent as ever before, if not more competent. In general, this level of quality was attributed to higher state standards that have been enacted in recent years. Some of the institutions studied here have raised their own standards for admission/retention.

One respondent stated that students have improved, based upon a higher passing rate at the institution on the National Teachers Examination. Another stated that, contrary to popular opinion, education majors are very competitive with non-education majors when one looks at the common courses they all take. Finally, a third respondent replied that majors are somewhat better qualified in ability and teaching competence and this he attributes to the fact that increased requirements have forced out the weaker students. Though there are fewer students, they are of a higher level of quality.

3. What are the major barriers for attracting education majors? Black students?

There was a general sense of agreement among the respondents that there were many barriers to attracting education majors. One interesting point was that most respondents thought that barriers for white students were no different than those for black students since both groups faced the same challenges.

Most respondents offered the following as possible barriers: low salaries and low status for teachers; the popular belief that teaching/learning conditions in the schools are very poor; strengthened state standards for teacher certification which force or frighten away students; for black students, the publicity that minorities are not passing the NTE and thus these students avoid teacher education as a major for fear of failing the test; for black students also, the more lucrative career options which they choose over teaching.

One interesting response to this item was that state requirements were not necessarily too high, but confusing. The respondent thought that there were too many requirements and that these were changed or supplemented too often. The result, according to the respondent, was that students had difficulty keeping track of the many different types of requirements for certification.

4. What are the major obstacles for retaining education majors?

For this item, many of the responses parallel those of item #3, i.e. some of the obstacles to being admitted to teacher education and for graduating are also obstacles for staying in the program. In general, teacher education majors are susceptible to being discouraged by the numerous requirements for graduation, standards which they must meet while students in other majors do not. As a result, the respondents feel that some education majors cast aside the idea of being a teacher and choose a non-teaching major instead.

5. Are state requirements for teacher certification and teacher education too stringent? If so, what changes would you recommend?

Only one respondent stated that state requirements were too high. The rest believed that, overall, state requirements were sufficient and necessary for upgrading teacher education and the teaching profession. On the other hand, these same respondents displayed some resentment over the fact that those in the teaching profession are given very little say in Louisiana about what the requirements should be. One Dean stated that colleges should at least be given some flexibility in course offerings. Another stated that the requirements are not too high, but just too numerous and specific. Another volunteered that he did not believe that high standards affected black students any more than white students.

6. Would you favor an alternative to teacher certification compared to the traditional 4 year program?

Virtually all the respondents believed that a longer (e.g., five year) program was not an attractive alternative, nor did they

think it would attract students. Most suggested that an alternative program is needed for students who have already earned degrees in the arts and sciences, but who want to return and become certified to teach. Currently, post-baccalaureate certification in Louisiana is very cumbersome to achieve.

7. Have state policies for admission to teacher education since 1978 deterred/attracted more high quality education majors?

A few of the respondents had no opinion on this item. Most of those who did respond saw little relationship between state policies and the number of high quality education majors. One believed that policies did nothing for attracting high quality majors, but that the policies did keep out the weaker students.

8. How are candidates for admission selected?

Due to state requirements, there is little variation in the selection process for admitting students into the education program. Some schools have a so-called Junior Level (Freshman and Sophomore years) and a Senior Level (Junior and Senior years). Education faculty in these schools do not come into contact with prospective majors until the Senior Level. For these schools, then, Freshmen and Sophomore students who want to become teachers may never get a chance to communicate with education faculty before they drop out or choose another major.

In general, though, standards for admission include ACT scores, a 2.2 cumulative grade point average, and some form of English competency exam at the end of the Sophomore year. Some schools will admit majors on a provisional basis if they fall slightly below the standards. These provisional students are permitted to enroll in a limited number of education courses until they have met the full admission criteria.

9. What are some of the specific ways that might attract more black students to teacher education programs and to the teaching profession?

The general feeling about attracting more black students to teacher education was that there was not very much that colleges could do that would be effective. Rather, they felt that individuals and groups outside the colleges could change things more substantially and to a greater extent (e.g., increasing teacher salaries, improving classroom climate and so forth). However, some suggested that grants, loans, and scholarships could be created specifically for the above purpose. There was no mention of adjusting state requirements for this purpose.

HIGHLIGHTS OF DEANS' INTERVIEWS

1. All of the Deans noted that the number of education majors had dropped substantially. Though none expressed any optimism that majors would increase in the near future, all seemed relatively satisfied with the present situation. There was very little concern over the lower number of black students in education.

2. Though there are fewer majors in education, Deans believe, with great pride, that current majors are of higher quality than students in previous years. In general, higher state admission and certification requirements are given credit for this increase in quality.

3. Deans believe that both white and black students face the same barriers for being admitted to and graduating from education degree programs. Low salaries, poor working conditions, low prestige, and more strict certification requirements were cited as the major barriers.

4. State admission and certification requirements were not considered to be too strict, but rather too numerous and confusing. Overall, there was a mild sense of despair expressed about how often requirements are changed, added or dropped.

5. None of the Deans could recommend viable, alternative programs for purposes of attracting new majors at the undergraduate level.

6. All institutions studied used the same basic admissions procedures mandated by state requirements.

7. There were very few encouraging ideas proposed for attracting more black students to education. In fact, few of the respondents expressed any concern that the small number of black education majors was a problem that deserved a solution at this time.

Selected Results of Proposed Deans Questionnaire

It was noted in the methodology section that an initial questionnaire had been developed and sent to Deans and Chairpersons to obtain demographic and high school data on their past and current education majors. However, it was not possible for the heads of departments to provide accurate and comprehensive data on these students from 1976 to 1984. Nevertheless, some of the information on current department and university criteria for admission and retention were usable. This information is discussed briefly in the following paragraphs.

The most critical information returned was on the first page of the questionnanire and focused on pre-admission qualifications for entering a teacher education program. All but one of the schools indicated that they required a screening test for admission. These tests included the ACT, English Proficiency Exam, Speech and Hearing Exams and basic skills examinations. While all indicated using a variety of these measures, coupled with other requirements, effective in Fall 1985, all of the state's sophomore level education majors are required to successfully pass the first two sections of the National Teachers Exam (Communication Skills and General Knowledge) before they can take junior-level education courses in their junior year. This new policy had been discussed in 1983 and 1984 by both legislators and members of the Louisiana Board of Regents; however, these groups had more seriously considered an ACT cut-off score as a prerequisite for entering a teacher education program. Had the ACT recommendation been adopted, it is probable that many black, and white, students would have been effectively eliminated from pursuing a career in teaching before they had ever set foot on a college campus. While the NTE requirement was obviously the solution of least resistance, it is a regulation which undoubtedly will have further impact on the numbers of blacks entering the teaching profession in Louisiana. (See later

discussion on NTE performance rates for more on this issue.)

With respect to the prerequisite grade point average (GPA) necessary for being admitted to a teacher education program, all institutions reported adhering to the state minimum GPA of 2.2. A GPA of 2.5 is required for student teaching and graduation, as mandated by the state. Finally, three institutions indicated that their institutions required the SAT (average of 16.5) for entrance into the university.

Because of the insufficient amount of data reported by all 10 sample institutions on black/white education graduates, data from the Higher Education General Information Survey (HEGIS) were used instead. The availability of this data allowed the researchers to more extensively analyze graduation patterns of education majors in Louisiana and to study the data of all 21 state colleges of education, rather than merely 10 as originally proposed. These data are discussed in the subsequent section.

Decline of Louisiana Education Graduates: 1976-83

The major hypothesis of this study as stated at the beginning of Chapter Two was that the number of teachers in Louisiana had declined significantly since 1976. To determine the extent of this decline, graduation rates of education majors in the state's 21 institutions which have teacher education programs were analyzed. The data source for these statistics were HEGIS

(Higher Education General Information Survey) forms for each academic year between 1976-77 and 1982-83. Most surveys included not only graduation rates for all majors offered at these institutions but also racial data for those degrees awarded. Thus, it was easy to extract the number of education degrees awarded by race from these survey forms as reported by each institution. (The HEGIS data were provided by the Louisiana Board of Regents office.)

The HEGIS data for academic years 1976-77 through 1982-83 clearly showed a significant decrease in the numbers of total education degrees awarded by Louisiana's public and private colleges and universities (see Tables 4-6 for raw data for each year). The decline of black education graduates from 1977 to 1983 was even more pronounced, particularly at the five historically black colleges. In 1977, Louisiana's colleges and universities awarded 3386 education degrees; six years later in 1983 only 1864 degrees were awarded in education in the state. The five historically black colleges and universities, the major producer of black teachers in Louisiana, awarded 745 education degrees in 1977; but in 1983, there were only 242 education baccalaureates awarded by these institutions. Table 4 below shows the steady decline of total education degrees awarded by all of the state's 21 colleges and universities and those awarded by the five historically black colleges (HBC's). Also provided

in the last column is the declining share of education degrees awarded by the HBC's as a percent of total education degrees awarded in the state.

TABLE 4

Total Education Degrees awarded by all Louisiana institutions and Black Colleges and Universities (HBC) -- 1976 to 1983

Academic Year	LA HBC EDUCATION Degrees[a]	Total LA Ed Degrees[b]	HBC Percent of Total Education Degrees Awarded
1976-77	745	3386	22%
1977-78	732	2847[c]	26%
1978-79	750	2907	26%
1979-80	567	2352	24%
1980-81	402	2061	20%
1981-82	302	1869	16%
1982-83	242	1864	13%

[a] N=5

[b] N=21

[c] N=19

Clearly the decline in education degrees has affected black colleges in Louisiana much more than predominantly white institutions. Table 4 above demonstrates this convincingly. The number of total Louisiana education degrees for each of the reporting years is also included in the table to show the proportion of education degrees awarded by the HBC's. In 1976-77, they (HBC's) awarded 22 percent of all education degrees in the state; but in 1982-83, that ratio had declined to 13 percent. These figures are very important when one considers that in 1976-77 blacks accounted for 29 percent of all education degrees awarded in the state (938 of 3,386); but in 1982-83, blacks represented 19 percent of all education degrees awarded in the state (361 of 1864). The point being made here is that the five black colleges and universities in the state continue to produce the majority of black education graduates (79 percent in AY '76-77 and 67 percent in AY '82-83), despite significant institutional, state and Federal efforts to attract more black students at the other 16 predominantly white colleges and universities. Thus, if the state obtains more black teachers over the next few years, the five black colleges are likely to produce two-thirds of them, if current trends continue. Approximately 99 percent of the 3740 education degrees awarded by the HBC's were to blacks for the seven academic years reported

in Table 4. Only 22 of the 3740 education degrees between 1976-77 and 1982-83 were reportedly awarded to individuals who were not black. Thus, the HBC's role in the future production of Louisiana's black teachers must be given serious attention as their education graduation rates decline.

Declining Proportion of Education Degrees to Total Baccalaureates

Recognizing that education has become a less popular major in college over the last ten years, an attempt was made to determine to what extent had the proportional share of education degrees declined in each of the study's 21 colleges and universities.

In Louisiana in 1976, there was a mean of 44 black education graduates from each of the 21 institutions; but by 1980, the mean was 17 black education graduates per institution. The three predominantly black public institutions graduated 662 black education students in 1976, but by the end of the 1982-83 academic year, only 217 blacks received education degrees--a decline of more than 60 percent. Using the raw data on black education degrees, total education degrees, and total baccalaureates reported in Tables 5-8, a ratio was obtained of education degrees awarded in proportion to toal B.A./B.S. degrees conferred by the 21 state institutions, where data were available (see Table 9). For all but two institutiions, the 1982-83 ratios were lower than 1976-77. Two black colleges, for

TABLE 5

Education Graduation Statistics: 1976-77 and 1977-78

Inst'l Code	1976-77 Ed. Degrees Blacks	1976-77 Tot. Ed. Degrees	1976-77 % Blacks	1976-77 Total B.A./B.S.	1977-78 Ed. Degrees Blacks	1977-78 Tot. Ed. Degrees	1977-78 % Blacks	1977-78 Total B.A./B.S.
001	175	177	99	539		174		594
002	14	298	5	1197		250		1149
003	22	218	10	678	20	169	12	638
004	14	196	7	607	8	157	5	525
005	14	185	8	1224	14	165	8	1165
006	21	187	11	720	NOT AVAILABLE			
007	16	222	7	780		185		776
008	40	290	14	1361		276		1403
009	9	518	2	2954	16	449	4	2877
010	2	82	2	264		62		308
011	22	281	8	1131	27	219	12	1078
012	395	397	99	962		367		951
013	92	92	100	292		104		325
014	2	24	8	145		24		113
015	29	29	100	145		42		221
016	0	56	0	157		42		145
017	1	2	50	542		38		626
018	3	28	11	47		36		62
019	2	19	11	100		43		131
020	49	50	98	308		45		255
021	5	35	14	1041		N.A.		N.A.

N.B. Blank spaces indicate data not available.

TABLE 6

Education Graduation Statistics: 1978-79 and 1979-80

Inst'l Code	1978-79 Ed. Degrees Blacks	1978-79 Tot. Ed. Degrees	1978-79 % Blacks	1978-79 Total B.A./B.S.	1979-80 Ed. Degrees Blacks	1979-80 Tot. Ed. Degrees	1979-80 % Blacks	1979-80 Total B.A./B.S.
001	138	142	97	535		149		533
002	21	228	9	1235		206		1245
003	21	190	11	595		156		555
004	20	189	11	552	4	125	3	518
005	21	154	14	1063		127		1047
006	3	98	3	362		108		523
007	14	209	7	779	13	167	8	742
008	46	288	16	1335		204		1452
009	12	372	3	1820		321		2743
010	4	51	8	271		42		252
011	28	206	14	1107	19	186	10	1087
012	428	438	98	978		249		945
013	95	96	99	298		107		300
014	0	17	0	148		16		126
015	35	35	100	194		31		177
016	0	33	0	151		45		168
017	33	53	62	535	3	29	10	543
018	2	33	6	86	1	28	4	86
019	1	24	4	95		21		110
020	40	40	100	302	29	31	94	261
021	1	11	9	1083		4		1075

N.B. Blank spaces indicate data not available.

TABLE 7

Education Graduation Statistics: 1980-81

Inst'l Code	Ed. Degrees Blacks	Tot. Ed. Degrees	% Blacks	Total B.A./B.S.
001	102	102	100	508
002	9	169	5	1308
003	13	123	11	507
004	6	121	5	469
005	19	133	14	1043
006	9	73	12	515
007	9	163	6	810
008	30	202	15	1511
009	12	319	4	2895
010	2	35	7	278
011	11	164	7	1077
012	213	213	100	927
013	55	55	100	
104	2	19	11	152
015	15	15	100	166
016	2	49	4	208
017	6	30	20	492
018	23	24	96	77
019	0	19	0	91
020	17	17	100	251
021	3	16	19	1058

TABLE 8

Education Graduation Statistics: 1981-82 and 1982-83

	1981-82				1982-83			
	Ed. Degrees Blacks	Tot. Ed. Degrees	% Blacks	Total B.A./B.S.	Ed. Degrees Blacks	Tot. Ed. Degrees	% Blacks	Total B.A./B.S.
001	83	83	100	453	49	49	100	425
002	11	195	6	1335	11	163	15	1390
003	15	140	11	558	30	181	6	620
004	6	122	5	487	6	124	21	507
005	13	135	10	1037	16	138	9	1096
006	7	81	9	647	10	98	10	553
007	13	160	8	745	4	152	38	727
008	14	159	11	1639	9	141	16	1589
009	5	270	54	3000	5	278	56	3248
010	5	42	8	290	5	52	10	303
011	7	128	5	1054	8	165	15	1077
012	146	148	98	924	129	129	100	931
013	27	27	100	205	39	39	100	217
014		25		174	0	14	0	156
015		28		185	12	12	100	186
016		33		153	1	45	2	137
017		28		535	2	19	11	488
018		18		77	1	16	6	67
019		9		89	1	12	8	68
020		16		292	13	13	100	259
021	8	22	36	1195	10	24	42	1225

N.B. Blank spaces indicate data not available.

example, which awarded 33 and 41 percent of their total baccalaureates in education in 1976-77 conferred 11 and 14 percent, respectively, of their degrees in education in 1982-83. Private black colleges, which awarded almost 20 percent of their degrees in education in 1976-77, conferred approximately 5 percent of all baccalaureates in education in 1982-83. The reader should also note that the number of total Louisiana baccalaureate degrees awarded in 1982-83 (by institution) is less than that conferred in 1976-77 for all but two institutions (where data are available).

This decline in graduation rates is best explained by the fact that the early and mid-1970's were boom years for all higher education institutions and the lower graduation figures merely reflect the decreasing pool of 18 to 24 year olds entering college in the late 1970's and 1980's.

The last column in Table 9 further confirms the decline in the production of education degrees in Louisiana's public and private colleges and universities. That column provides the magnitude of the percentage change (1976 versus 1983) in the ratio of education degrees to total baccalaureates for each institution in Louisiana. Only two institutions had a proportional increase when comparing 1976 and 1983 ratios; the five historically black colleges had a mean percentage decline of 15 points while the other 16 predominantly white institutions collectively had a percentage decline of only about 5 percent!

These declines are even more critical when one remembers that not everyone who graduates in education becomes a teacher. As

TABLE 9

Ratio of 1976-83 Education Degrees to Total B.A/B.S. degrees awarded in Louisiana (in percent)

Inst'l Code	1976-77	77-78	78-79	79-80	80-81	81-82	82-83	% Diff. 1977 vs. '83
001*	33	29	27	28	20	18	11	-22
002	25	22	18	17	13	15	12	-13
003	32	26	32	28	25	25	29	-3
004	32	30	34	24	26	25	24	-8
005	15	14	14	12	13	13	13	-2
006	26	NA	27	21	14	13	18	-8
007	28	24	27	23	20	21	21	-7
008	21	20	22	14	13	10	9	-12
009	18	16	20	12	11	9	9	-9
010	31	20	19	17	13	14	17	-14
011	25	20	19	17	15	12	15	-10
012*	41	39	45	26	23	16	14	-27
013*	31	32	32	36	21	13	18	-13
014	17	21	12	13	13	14	9	-8
015*	20	19	18	18	9	15	6	-14
016	36	29	22	27	24	22	33	-3
017	3	6	10	5	6	5	4	+3
018	6	58	38	33	31	23	24	+18
019	19	33	25	19	21	10	18	-1
020*	16	2	13	12	7	5	5	-11
021	3	NA	1	4	2	2	2	-1

*Indicates a historically black college

Table 10

Type C Teaching Certificates Awarded in Louisiana

1979-1980 -- 1983-1984

Inst. Code	79-80	80-81	81-82	82-83	83-84
001	23	29	16	8	34
002	233	241	322	172	158
003	145	159	122	112	209
004	146	75	134	71	152
005	170	184	191	179	200
006	164	79	123	114	69
007	185	158	146	88	184
008	202	148	293	147	176
009	339	318	305	250	269
010	43	43	47	59	28
011	341	244	169	183	139
012	22	23	29	42	35
013	9	10	12	9	13
014	11	11	11	19	20
015	6	5	5	1	15
016	79	56	69	51	32
017	46	31	15	19	22
018	29	19	9	12	23
019	34	36	13	34	4
020	20	11	3	6	19
021	61	45	31	36	24
TOTAL	2308	1935	2065	1612	1823
Tot HBC's	80(3%)	78(4%)	65(3%)	66(4%)	116(6%)
Tot Private	286	214	156	178	157

Source: Raw data derived from Louisiana Department of Education (Higher Education and Teacher Certification Section).

the data will show in the next section, a very small proportion of black education graduates obtains teaching certificates in Louisiana or take and pass the National Teachers Exam.

Entry Level Teaching Certificates

The best means of determining how many education graduates actually pursue a career in teaching shortly after graduation is to analyze the quantity of entry level teaching certificates (Type C) awarded by the Louisiana Department of Education (see Table 10). Unfortunately these data are not maintained by racial designation but it is possible to estimate a portion of the black teachers by isolating those who graduated from black colleges and universities (see bottom of table). The data reveal that an average of about five percent of the total Type C teaching certificates awarded between 1979-80 and 1983-84 were received by graduates of Louisiana's five historically black colleges. This percentage of entry level black teachers would undoubtedly rise by a few points when black graduates from predominantly white colleges and universities are included. However, it is not even possible to estimate this percentage conservatively since some of the institutions are also unsure about the certification status of their graduates by race. It is very clear though that many black education graduates are not receiving certificates immediately after graduation or pursuing a teaching career.

In 1981, for example, black colleges and universities in Louisiana graduated 212 education majors; however, only 78 Type C teaching certificates were awarded to graduates of these institutions in 1980 and only 65 in 1981-82. (Both certification years are reported here because it is probable that graduates may obtain their certificate in the following certification term. Graduation data for 1979-80 from HEGIS were also unavailable for the purpose of making further interpolations.) Using available data on graduation rates for 1982-83, a similar analysis can be made using graduation data from the five black colleges. These five institutions graduated 242 black education majors in 1982-83, but the total certificates awarded to black college graduates in 1982-83 and 1983-84 were 66 and 116, respectively. The black colleges in Louisiana accounted for about 15 percent of all education degrees awarded in 1981-82 and 1982-83 combined (see table 4) but their graduates represented only about 5 percent of the teaching certificates awarded in the state. Since it is not known what percentage of the certificates are awarded to blacks annually in the state, it is very likely that the overall percentage would not increase significantly if black certificate recipients from predominantly white institutions were included in the analysis. But it would be interesting to estimate if the state department of education collected this data by racial, in addition to institutional, designations. Such information would allow policymakers to determine to what extent the minority composition of Louisiana teachers are proportionately increasing or declining.

The previously cited data and tables raise serious questions for black education graduates in Louisiana: What happens to them after graduation? And, why are more of them not accounted for in the entry level teacher certification statistics? The following discussion on NTE performance for black and white students may answer some aspects of these questions.

The NTE and Black Teachers

It has become apparent to the researchers in this study that one of the chief reasons why Louisiana's black teaching force is declining is directly related to black education graduates' inability to attain the required passing scores on the National Teachers Exam. Since 1978 Louisiana has required that entry level teachers must pass the NTE to obtain their state certification. At the time this policy went into effect, the NTE Commons and Specialty tests were required; since 1983, the NTE Core Battery, a revised form of the Commons Exam, and Specialty tests have been used. The Core Battery includes three separate tests--Communication Skills, General Knowledge and Professional Knowledge. A passing score on each section is required for all test takers. The cut-off, or passing, scores for the Core Battery tests appear to be more in line with other states that use the examination for certification purposes. (The national rankings for the three Louisiana passing scores are approximately at the twenty-fifth percentile. However, the

cut-off score on the old Commons Exam was near the fiftieth percentile, which was quite high in comparison to other states that used this certification measure for teachers.)

It is possible to make some conclusions about Louisiana's experience with the NTE from data collected and reported by the state's Board of Regents. Some minor re-analyses and data disaggregation, however, have been performed to make data comparisons by race and years more meaningful to this study and in conjunction with previously cited data in the tables and the text. While the unsuccessful performance of blacks on the NTE is very evident, data reveal that a smaller percentage of blacks are taking the test annually. Table 11 gives the distribution of NTE test takers by race and demonstrates that not only are fewer blacks taking the test but so are fewer whites. In the 1978-79 certification year, for example, 24% (536) of NTE test-takers were black; in 1981-82, 15.1% (170) blacks took the test. Close to 85 percent of NTE examinees were white in 1982, even though 315 fewer whites took the test than in 1981. Many more black education majors graduated in the reported years but the NTE data reflect a small percentage who are even taking the test.

Table 11

Distribution of Louisiana NTE Test Takers By Race (1978-82)

	Blacks	(% of total)	Whites	(% of total)
'78-79[a]	536	(24%)	1720	(76%)
'79-80	390	(22.6)	1357	(77.4)
'80-81	298	(19.3)	1175	(80.7)
'81-82	170	(15.1)	970	(84.9)
TOTAL	1394	(21.1)	5222	(78.9)

[a] Academic years cited reflect three test administrations in December, May and August, i.e., 1978-79 includes December '78, May '79 and August '80.

Source: Data are derived from a 1983 report by Louisiana Board of Regents Planning and Research Committee, "Performance of Louisiana Students on NTE by Race -- December 1978 - August 1982."

The pass/fail rates of Louisiana's black education graduates are even more dismal. Table 12 shows that between 1978 and 1983 only 211 of almost 1400 blacks who took the NTE achieved the state's passing score, a passing rate of 17.8 percent. More than 5200 whites took the test but close to 4,000 of them, or 77.4%, passed. The passing rates have been minimally increasing for blacks since 1978; but 1982-83 was the only year where more than 20 percent of the blacks who took the test passed it, and that percentage was only 21.2. On the other hand, in each of the years between 1978 and 1983, more than 70 percent of the whites who took the NTE passed (see table 10).

The Louisiana Board of Regents' 1983 report also notes that close to seventy percent (70%) of the blacks who register for the NTE take the test at predominantly black institutions. But the test data for 1982 indicate that more blacks are beginning to take the test at predominantly white institutions. Over three administrations in December 1981, May 1982 and August 1982, the percentage of blacks taking the test at white institutions was 25.3, 38.4, and 50 percent, respectively. Nevertheless, the study reports that the performance of blacks from both white and black institutions "has remained relatively stable since 1978, although yearly fluctuations have occurred" (LA. Board of Regents, 1983). Additionally, the report states that:

> Although the blacks at PWIs who took the NTE constituted less than thirty percent (28.8%) of blacks sitting for the NTE, they accounted for 54 percent of those who gained the appropriate score on the NTE for certification. Overall, 9.8 percent of the blacks at PBIs have gained the appropriate score on the NTE for certification. The percentage (of blacks) achieving the necessary score at PWIs was 28.4.

TABLE 12
PASS/FAIL DISTRIBUTION OF LOUISIANA
NTE TEST TAKERS BY RACE (1978-82)

	Blacks Pass(N)/Fail(N)	Whites Pass(N)/Fail(N)	Total Pass(N)/Fail(N)
1978-79	13.2(64)/86.8(472)	72.9(1,248)/27.1(472)	58.5(1,312)/41.5(944)
1979-80	19.5(64)/81.5(326)	78.5(1,063)/21.5(294)	65.2(1,127)/34.8(618)
1980-81	17.4(55)/82.6(243)	79.8(921) / 20.2(254)	67.7(976) /32.2(497)
1981-82	21.2(28)/78.8(142)	78.6(755) / 21.4(215)	69.9(783) /30.1(357)
TOTAL	17.8(211)/82.2(1,183)	77.4(3,987)/22.6(1,235)	65.3(4,198)/34.7(2,418)

Source: Data are derived from a 1983 report by the Louisiana Board of Regents Planning and Research Committee, "Performance of Louisiana Students on NTE by Race--December 1978 - August 1982."

(Author's Note" It is not clear from the Regent's report if the passing rates at PWIs and PBIs are for graduates from these institutions or for students "sitting" for the test at PBI's or PWI's. The latter appears to be the correct interpretation.).

The data reported in Table 12 correlate strongly with certification statistics being collected and analyzed by ETS researchers (Goertz and Pitcher, 1984). Goertz and Pitcher state:

> For example, in California, 38 percent of all teacher candidates, but 71 percent of blacks and hispanics, failed the college level basic skills test. Eighty-three percent of those who took Florida's teacher certification examination in 1982 passed each of its four parts. Among Blacks the figure was 35 percent. When students took a competency test required for admission to colleges of education in Texas, 62 percent of the Whites passed all three sections of the test compared with 10 percent of the Black and 19 percent of Hispanic test-takers. The overall pass rate on Oklahoma's subject matter exams is 80 percent. The rate for Blacks is 48 percent; Hispanics, 58 percent.

Goertz and Pitcher proceed to state that "these figures have led one educator to predict that 'within the decade, the minority teaching force will be less than 5 percent, compared to 12 percent in 1980.' (Education USA, July 30, 1984)"

The ETS study of seven states which use the NTE allows us to compare the Louisiana NTE qualifying scores with national averages. Figure 1 gives the national low, median and high NTE Core Battery qualifying scores for the states in the study which use the test.

Louisiana's current qualifying scores on the Core Battery tests of Communications Skills, General Knowledge and Professional Knowledge are 645, 644 and 645, respectively. These scores are between the median and high ranges for states which use the test. The ETS researchers indicate that whites' mean scores are

FIGURE 1

NTE Qualifying Scores

	LOW	MEDIUM	HIGH
Communication Skills	637	644	650
General Knowledge	636	641	649
Professional Knowledge	630	641	646

Source: Goertz & Pitcher (ETS), 1984.

Figure 2

Scores on Three Core Battery Tests

by Racial/Ethnic Group

Racial/ Ethnic Group	Communication Skills		General Knowledge		Professional Knowledge	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
White	662	11	659	12	659	11
Black	643	12	639	11	641	13
Hispanic	651	14	650	13	650	13
All Examinees	659	13	655	14	656	13

Source: Goertz & Pitcher (ETS), 1984.

usually 18 to 20 points higher than the mean score for blacks on all three tests, and 9 to 11 points the passing percentage rates higher than the mean score for hispanics (Goertz and Pitcher, 1984). Moreover, for the 148,000 examinees in this analysis (79 percent whites, 13 percent blacks and 2 percent Hispanics), the mean score for blacks was about 1.5 standard deviations below the mean score for whites. Hispanics scored from 0.6 to 0.8 standard deviations below whites' mean score. Figure 2 provides more specific data on these distributions of qualifying scores. (Similar sharp differences are also evident on the specialty exams.)

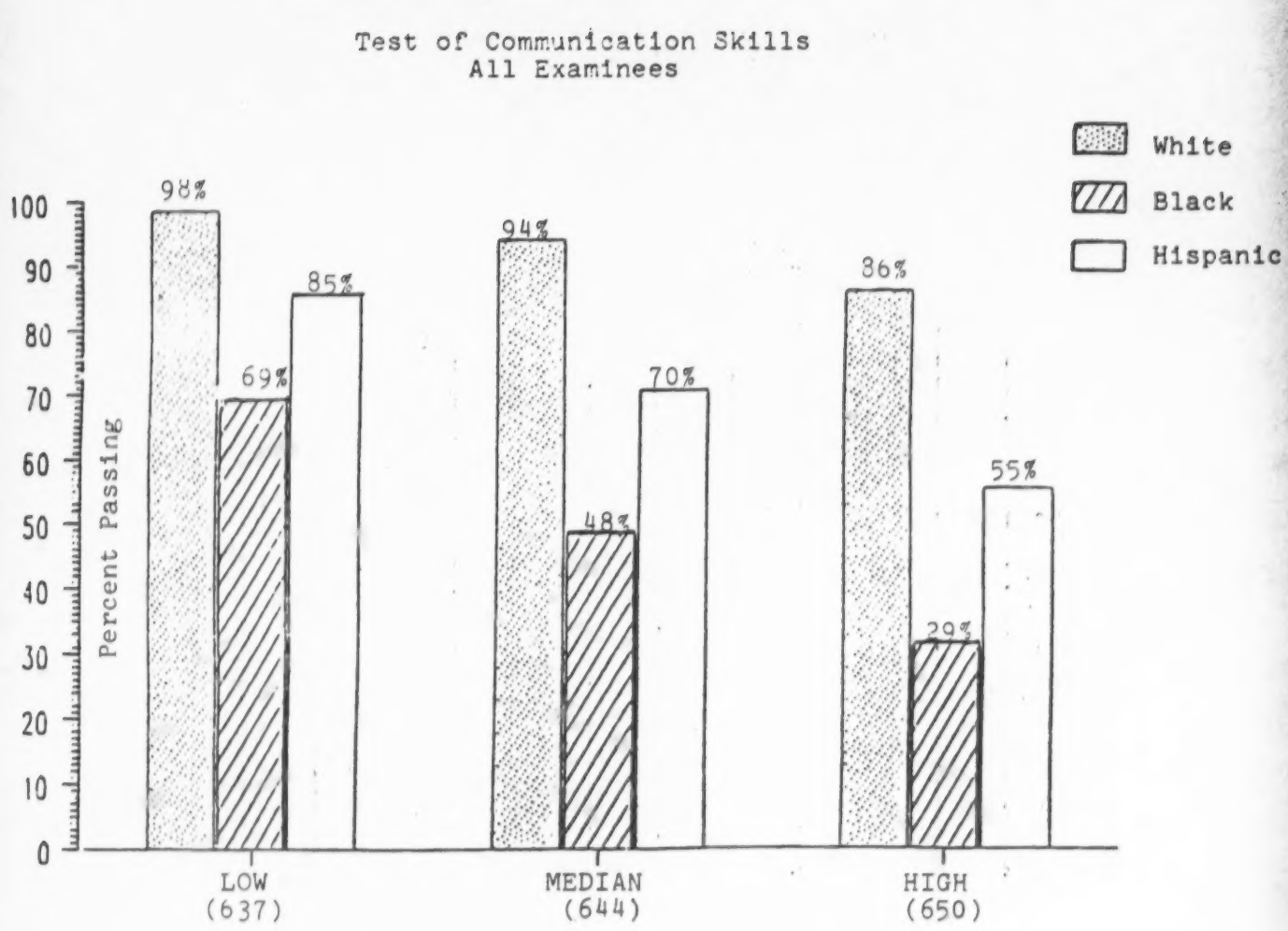
The ETS analysis of seven states which have set NTE qualifying scores demonstrates that a substantially larger percentage of whites than blacks pass the tests. On the Communication Skills section, 88 to 97 percent of whites, 41 to 88 percent of blacks and 39 to 78 percent of hispanics achieve the required qualifying score using state-by-state analyses. On the General Knowledge test, 76 to 98 percent of whites, 26 to 60 percent of blacks and 24 to 89 percent of hispanics pass. Similarly, on the Professional Knowledge component, 82 to 99 percent of whites, between 35 and 92 percent of blacks and 50 to 96 percent of hispanics pass this section. Two points are obvious from the data. More individuals pass where the qualifying scores are lower and some states' students perform much better than other states' graduates on these tests. (All states in the ETS analyses are masked for purposes of confidentiality.)

To assess the overall impact of the low, median and high state qualifying scores on teacher selection by race, Goertz and Pitcher use their data to attempt to "predict" what percentage of whites, blacks and hispanics would "pass" the NTE given the hypothetical cut-off scores. (Goertz and Pitcher's charts have been reproduced here for the reader with the passing percentage rates written in at the top of the bars by this author.)

The chart data (Figures 3, 4, 5) show that the percentage of blacks passing on any of the tests using the variable qualifying scores is the lowest for all groups compared. Passing rates for blacks using the low and median cut-off scores tend to be much better than at the highest hypothetical qualifying scores. Between 60 and 70 percent of blacks, it appears, would pass the three tests if average low and median scores were used.

The ETS study has been discussed here because it corresponds rather closely to the data obtained on Louisiana's NTE examinees. Goertz and Pitcher's analyses of NTE performance in seven states indirectly predict, even if post hoc, that only about 40 percent of Louisiana's black students would pass the Core Battery tests since Louisiana's qualifying scores are at or between the median and high hypothetical ranges. This finding, therefore, has implications for three groups: the colleges and universities who train black teachers, state policy-makers who establish the qualifying scores, and perhaps even the developer of the tests as well.

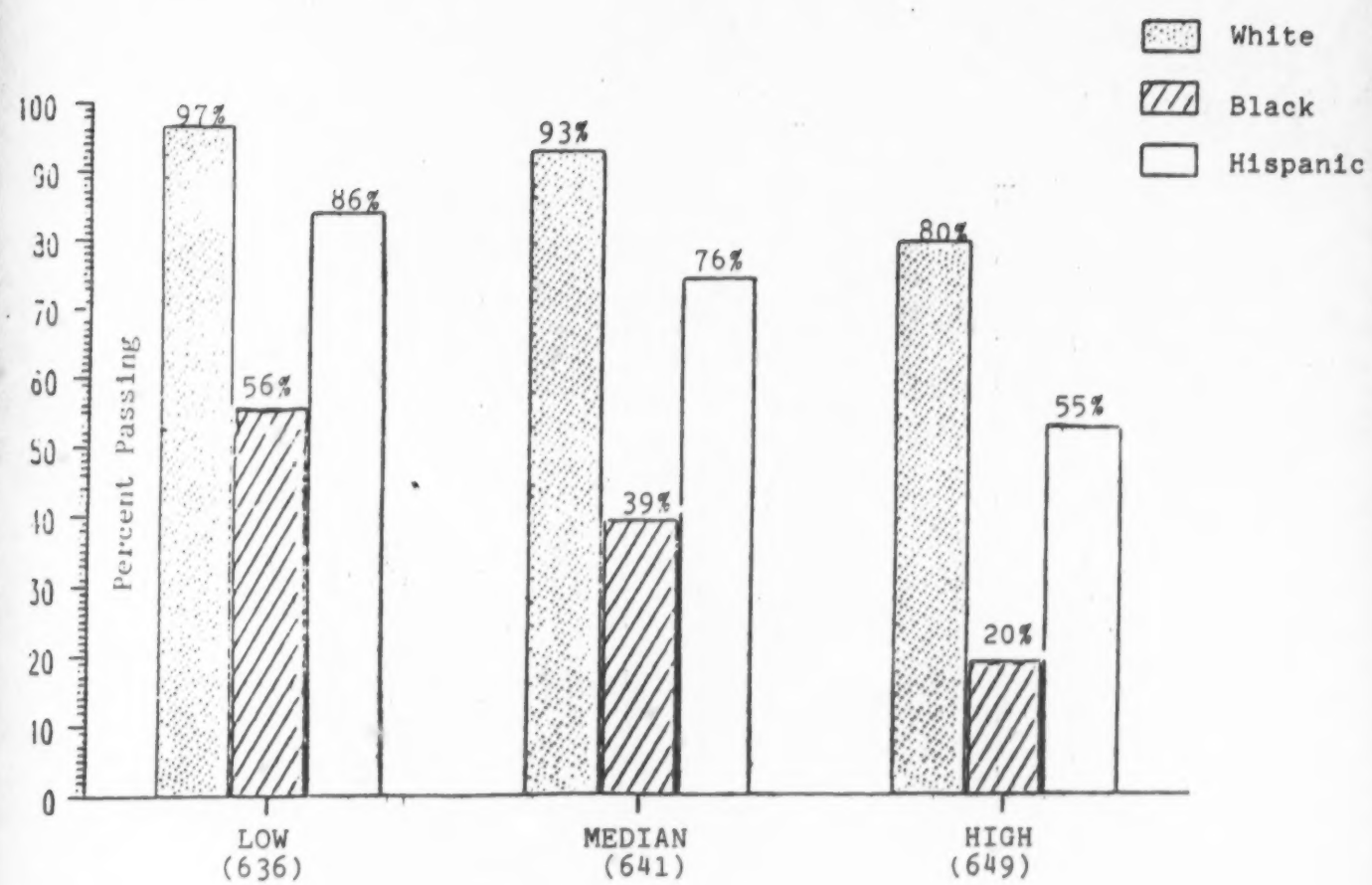
Figure 3



Source: Goertz & Pitcher, 1984.

Figure 4

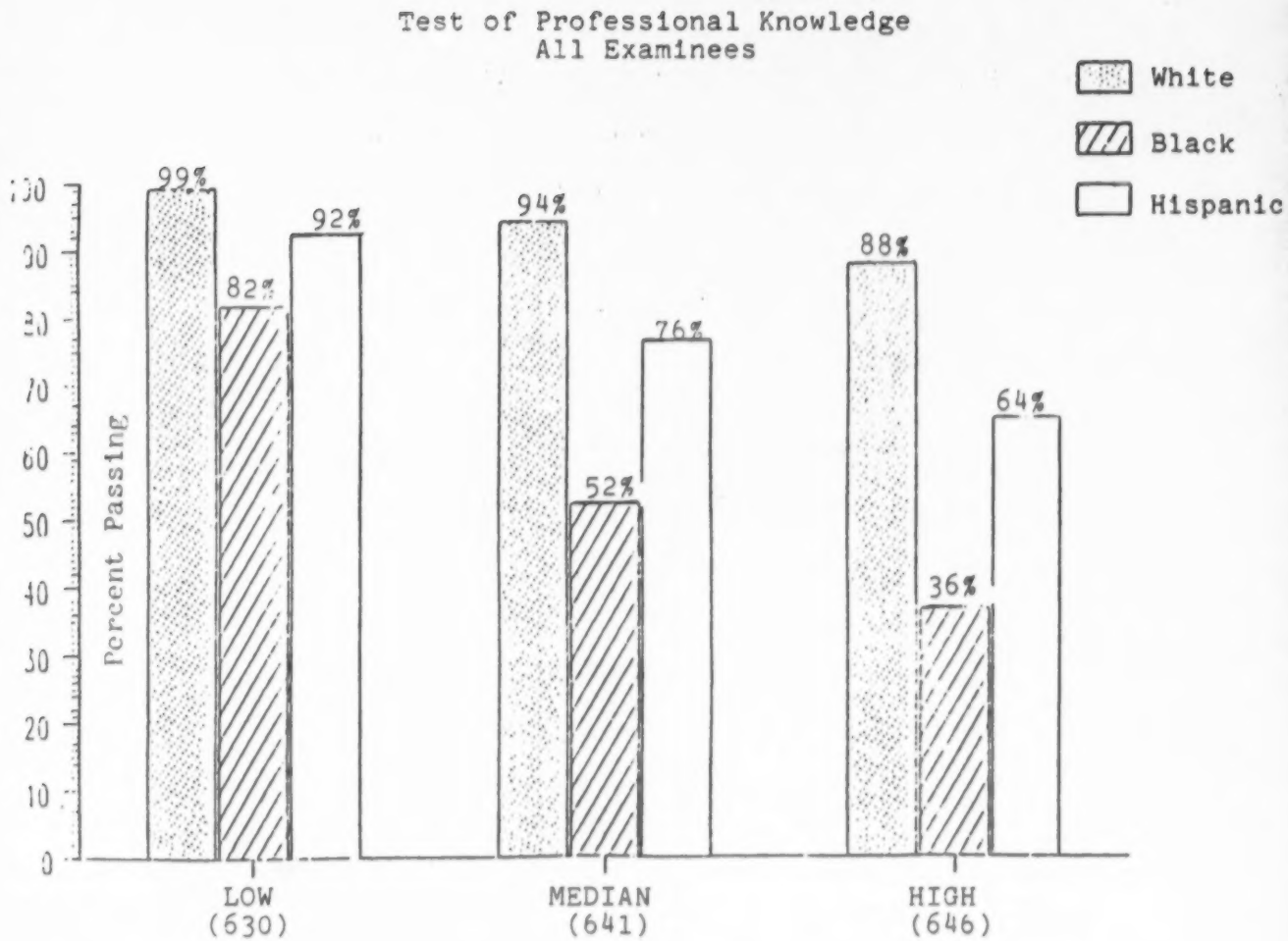
Test of General Knowledge
All Examinees



Hypothetical Qualifying Scores

Scores: Goertz and Pitcher, 1984.

Figure 5



Source: Goertz and Pitcher, 1984.

Education and Non-Education Majors Survey Results

Survey questionnaires were constructed, one each for education majors and for non-education majors. The format of the questionnaires were modeled after those used by Mangieri and Kemper (1984). Between the two questionnaires there were fifteen pairs of related statements.

The questionnaire for majors contained eighteen statements that addressed several topics about (1) the present state of being a classroom teacher and (2) being in a preservice teacher education program. Each statement was followed by a five point Likert-type scale for students to indicate their level of agreement-disagreement.

The questionnaire for non-education majors was somewhat different. The latter instrument contained seventeen statements addressing topics about the possible future state of classroom teaching and about being an education major. This was done because the researchers were attempting to find those future changes or key factors that would influence non-education majors to become teachers. Thus, this questionnaire began with the stem heading of "I would become a teacher if...." In essence, non-education majors were responding in a manner opposite that of education majors.

Procedure

Survey forms for students, education majors and non-education majors, were distributed and returned by mail for 315 students at seven different institutions in Louisiana. Education deans of the institutions gave the questionnaires to faculty to distribute to students. Though forms were distrubuted to all nine institutions involved in the study, only seven institutions returned the forms after second mailings. The analyses reflect a total of 101 education majors (44 black and 57 white) and 214 non-education majors (110 black and 104 white).

Analysis of Data

Results were cross-tabulated for responses to questionnaire items by computing means, standard deviations, and the percent responding to each level of the Likert-type scale for each item. A one-way analysis of variance was computed to assess differences between responses of the education majors and non-education majors on each of the fifteen related item pairs. (Differences by race were analyzed statistically and are presented in Table 14.) The alpha level of .05 was used to indicate significant differences between education and non-education majors on comparable items. The scale of responses of the non-education majors was reversed due to the design of their questionnaire, as described above.

Results

As shown in Table 13, there were strong, significant differences between education majors and non-education majors on fourteen of the fifteen items. In short, the two groups perceive the teaching profession and being an education major rather differently. (When observing the percent responding to the items, one must remember that each group responded to a different set of questionnaire items. It is also important to view response data in light of the actual statement of each questionnaire item. Both survey forms are included here to facilitate response comparisons. However, the items are not arranged in the topical order which they appear in the data analyses on Tables 13 and 14.)

When the percent responding to items is viewed in Table 13, most noticeable are the group differences for the topic of being an education major (Section II). The majority of non-education majors did not agree with any of the statements under this topic. These data indicate that, in general, no possible future changes in preservice teacher education would affect their decision to become an education major. Perhaps this is due to their low interest in the professional major itself, or the fact that these particular topics are not a matter of concern to students in the sample population.

Non-Education Majors Survey

Below are factors that may cause you to be interested in becoming a teacher. Please circle the appropriate number (1,2,3,4 or 5) to indicate the extent of your agreement with the statements below.

Key 5 = strongly agree
4 = agree
3 = no opinion
2 = disagree
1 = strongly disagree

I would become a teacher:

		SA	A	NO	D	SD
1.	if working conditions improved (hours, class sizes, discipline)	5	4	3	2	1
2.	if I felt I could serve others.	5	4	3	2	1
3.	if there were more opportunities for career advancement in the profession (career ladder).	5	4	3	2	1
4.	if starting salaries were higher.	5	4	3	2	1
5.	if I could teach in the location of my choice (school, county, state).	5	4	3	2	1
6.	if job security was improved.	5	4	3	2	1
7.	if a teacher education major was more respected by students in other majors.	5	4	3	2	1
8.	if there were fewer state requirements for becoming certified as a teacher.	5	4	3	2	1
9.	if more financial aid was available for college attendance.	5	4	3	2	1
10.	if I felt that my teaching would be appreciated by students.	5	4	3	2	1
11.	if I felt that I would be respected by the community in which I taught.	5	4	3	2	1
12.	if admission requirements into teacher education programs were not so high.	5	4	3	2	1
13.	if I could help children rise up from their less than fortunate backgrounds.	5	4	3	2	1

Non-Education Majors Survey (continued)

		SA	A	NO	D	SD
14.	if there were not so many tests to pass before becoming certified (e.g., National Teachers Examinations or competency tests).	5	4	3	2	1
15.	if there were more fringe benefits to teaching beyond the salaries that exist now.	5	4	3	2	1
16.	if there were more rapid salary increases.	5	4	3	2	1
17.	if the total credit hour requirement was lower for graduation.	5	4	3	2	1

Education Majors Survey

Below are factors that may be related to your interest in becoming a teacher. Please circle the appropriate number (1,2,3,4 or 5) to indicate the extent of your agreement with the statements below.

KEY 5 = strongly agree
4 = agree
3 = no opinion
2 = disagree
1 = strongly disagree

1.	I want to be a teacher because of the good working conditions (hours, vacations).	5	4	3	2	1
2.	Someone I know who is a teacher influenced my decision to major in education.	5	4	3	2	1
3.	I want to be a teacher so that I can serve others.	5	4	3	2	1
4.	The job security of the teaching profession is important to me.	5	4	3	2	1
5.	As an educaton major, I feel that I receive sufficient respect from students in other career fields.	5	4	3	2	1
6.	It was relatively easy for me to be admitted to the teacher education program.	5	4	3	2	1
7.	Teachers gain the prestige and recognition of the community they serve.	5	4	3	2	1
8.	I feel that the National Teachers Examination is a necessary and important test of a teacher's competence.	5	4	3	2	1
9.	If I had known earlier about all of the requirements to become a teacher, I would have chosen another major.	5	4	3	2	1
10.	Paying the cost of a college education was not a burden for me.	5	4	3	2	1

Education Majors Survey (continued)

11.	As a teacher, I will be able to use my knowledge and skills in the subject area(s) that I would teach.	5	4	3	2	1
12.	I would not have come to college to become a teacher without financial aid.	5	4	3	2	1
13.	I want to be a teacher because it will enable me to work with children or young adults.	5	4	3	2	1
14.	I want to teach so that I can transmit the knowledge of the subject area(s) to my students.	5	4	3	2	1
15.	I chose to become a teacher because there are many opportunities for professional advancement.	5	4	3	2	1
16.	The state requirements for becoming a teacher have not discouraged me toward my goal of being a teacher.	5	4	3	2	1
17.	Teachers have the opportunity to help children rise up from their less than fortunate backgrounds.	5	4	3	2	1
18.	The income that teachers earn will be sufficient for me, combined with the other benefits of being a teacher.	5	4	3	2	1
19.	Teaching is a good profession because it enables me to work with children or young adults.	5	4	3	2	1

Table 13

Non-Education and Education Majors Survey Results

n = 315

	Percent Responding (Rounded to 100%) Agree	Disagree	No Opinion	F Ratio
I. Being a Teacher				
1. working conditions	43.9	31.0	22.8,	23.41**
	59.4*	23.0	17.6	
2. fringe benefits to teaching	61.4	16.4	14.6	58.55**
	46.6*	27.0	23.0	
3. rapid salary increases	61.4	15.2	15.2	66.78**
	46.6*	27.0	23.0	
4. career advancement	66.1	16.4	16.4	38.62**
	40.5*	36.5	23.0	
5. job security	59.66	19.3	19.91	38.89**
	64.88*	7.5	25.7	
6. starting salaries	76.76	12.9	9.9	102.03**
	46.6*	27.0	23.0	
B. Service to Students and Community				
7. respect of the community where one teaches	54.5	25.2	19.3	15.02**
	43.3*	32.4	23.6	
8. helping less fortunate children	70.8	10.5	18.1	469.47**
	86.6*	2.0	8.1	
9. serving others	51.4	26.3	21.1	237.73**
	93.2*	1.0	6.1	
II. Being an Education Major				
1. respect by students of other majors	35.1	29.9	32.7	3.94**
	48.0*	34.5	17.6	
2. state requirements for certification	18.1	52.0	28.7	23.79**
	75.7*	8.1	12.8	
3. financial aid for college	31.6	36.3	31.0	15.87**
	23.7*	62.9	13.5	

*Education majors (N = 101 education majors; N = 214 Non-education Majors)
**Significant at .05 level

Table 13 (continued)

4. admission requirements	16.3 57.5*	56.2 14.2	26.9 27.7	.002
5. tests to pass before being certified	20.5 44.6*	57.9 41.9	21.1 13.5	15.29**
6. credit hour requirement for graduation	15.2 8.8*	54.4 80.4	22.2 10.8	174.96

*Education majors (N = 101 education majors; N = 214 Non-education majors)
**Significant at .05 level

Table 14

Results of Student Questionnaire by Race (Analysis of Variance)

N = 319
Black (B) = 154
White (W) = 165

		Mean	Std. Dev.	F Ratio
I. Being a Teacher				
1. working conditions	W	3.32	1.25	5.25*
		3.00	1.20	
2. fringe benefits to teaching	W	2.98	1.31	10.31**
	B	2.51	1.24	
3. rapid salary increases	W	2.96	1.30	10.94
	B	2.48	1.21	
4. career advancement opportunities	W	2.85	1.20	9.12**
	B	2.46	1.20	
5. job security	W	3.25	1.22	10.22**
	B	2.80	1.28	
6. starting salaries	W	2.93	1.39	24.29
	B	2.21	1.20	
B. Service to Students and Community				
1. respect of community where one teaches	W	2.89	1.21	1.90
	B	3.56	1.13	
2. helping less fortunate children	W	3.56	1.21	33.76**
	B	2.69	1.34	
3. serving others	W	3.80	1.28	17.85**
	B	3.18	1.34	

*significant at .05
**significant at .01

Table 14 (continued)

E. ng an Education Major		Mean	Std. Dev.	F Ratio
1. respect by students of other majors	W	2.96	1.22	.83
	B	3.08	1.14	
3. financial aid for college	W	2.57	1.35	4.16*
	B	2.86	1.21	
4. admission requirements	W	3.58	1.12	.56
	B	3.49	.99	
5. tests to pass before being certified	W	3.01	1.36	7.85**
	B	3.41	1.17	
6. credit hour requirement	W	2.42	1.30	17.61**
	B	3.06	1.34	

* significant at .05
** significant at .01

This finding becomes more interesting when it is related to data for the topic of being a teacher (Section I). The majority of non-education majors expressed agreement with eight of the nine statements under this topic, suggesting that they are interested in future changes for the teaching profession. (This could also imply that they see the present state of teaching as having a negative character, but that teaching would interest them if changes were made in many areas.)

With respect to the findings on individual items which are discussed next, response data of non-education majors suggest that changes are most desired in teacher salaries and in career advancement opportunities. For a different item, both education majors and non-education majors expressed a strong interest in "helping less fortunate children" and "serving others."

In general, education majors appear to be generally satisfied with their future profession as well as their present situation as preservice teachers. When percent responding data are compared to the actual questionnaire items, some of which are phrased in the negative tone (e.g., credit hour requirements for graduation and financial aid), education majors by and large respond in a positive manner.

Below is a discussion of responses to individual questionnaire items for both education and non-education majors as they are presented in Table 13.

I. Being a Teacher

1. Most majors (59%) agreed that good working conditions attracted them to the teaching profession, while less than half of non-majors (44%) perceived this factor as important to attracting them into the profession.

2. Both majors and non-majors agreed that fringe benefits was an area in need of improvement. A large majority of non-majors (61%) thought that better fringe benefits would attract them to teaching, compared to 47% of education majors who agreed that fringe benefits were currently sufficient.

3. Majors and non-majors agreed that salaries for teachers should be increased. Slightly less than half of education majors (47%) believed that current salary levels were sufficient, while a large majority of non-majors (61%) indicated that more rapid salary increases would attract them into teaching.

4. Two-thirds of non-majors (66%) responded that more career advancement opportunities in teaching were necessary for attracting them into teaching. A smaller percentage (41%) of education majors, however, indicated that career advancement opportunities was a factor in their wanting to be teachers.

5. Job security was an area that most non-majors (60%) viewed as needing improvement. Most education majors (65%), on the other hand, thought that job security was presently an attractive, integral characteristic of teaching.

6. Majors and non-majors, to some extent, agreed that starting salaries was an area which needed improvement. Almost half of education majors (47%) agreed that starting salaries were adequate; on the other hand, a much larger share of non-majors (77%) indicated that higher starting salaries would attract them to a teaching career.

Service to Students and Community

7. A majority of non-majors (54%) indicated that gaining the respect of the community was important to becoming a teacher. Only 43% of majors, however, thought that teachers were respected in the communities where they teach.

8. Both majors (87%) and non-majors (71%) indicated that helping less fortunate children was a highly attractive aspect of becoming a teacher.

9. Serving others, in contrast to "helping less fortunate children," was an important aspect to only 51% of non-majors. Almost all of the majors (93%), on the other hand, thought that service to others was an important reason for being a teacher.

II. Being an Education Major

1. One-third of non-majors felt that education majors were respected by college students in other fields. (Thirty three percent had no opinion and 35% believed that education majors deserved more respect.) Similarly, only 48% of education majors indicated that they felt respected by non-majors.

2. Only 18% of non-majors thought that state requirements for certification should be more lenient. A large percentage of majors (76%) indicated that state requirements were not a discouraging factor to them.

3. Non-majors showed equanimity for the need for additional college financial aid for being an education major. More than 60% of majors interestingly indicated that financial aid was neither important nor necessary for beginning their college studies as an education major.

4. Only 16% of the non-majors thought that admission requirements into teacher education programs were high. To an extent, the majors (58%) agreed with the non-majors, indicating that it was relatively easy for them to gain admission into teacher education.

5. Non-majors (58%) did not think there were too many tests to pass to be certified, while there was equanimity in response rates among the majors as to whether or not such tests were obstacles to them.

6. Non-majors (55%) did not think that credit hour requirements should be lowered to attract more students into teacher education programs. Majors (80%), too, thought that credit hour requirements were satisfactory as they now exist.

Differences by Race

Analysis of variance by race (see Table 14) shows that there were significant differences between group means for eleven of the fifteen topics of the student questionnaire.

White students tended to view the following topics of the questionnaire as important to the teaching profession to a significantly greater degree than black students as indicated by a comparison between group means: working conditions, serving others, job security, and helping less fortunate children. White students also tended to view the topics of financial aid and credit hours for graduation as significantly less important.

Black students indicate that they are most concerned about tests that need to be passed for certification. Black students also tended to view these topics as relatively unimportant to their interest in the teaching profession: the fringe benefits of teaching, rapid salary increases, career advancement, and starting salaries.

In short, it appears that students in the white group are mostly concerned about some of the conditions of the teaching profession, whereas students in the black group are primarily concerned about tests for teacher certification.

Suggested Recommendations by Students

Finally, both education and non-education majors intimated by their survey responses that there are conditions in need of change for teaching and for teacher education. These implied recommendations include the following:

1. increased fringe benefits, in addition to teaching salaries, more rapid salary increases, higher starting salaries, and career advancement opportunities (majors and non-majors);

2. improved job security (non-majors);

3. increased respect by the community in which one teaches (majors and non-majors); and

4. education majors should receive more respect from students in other fields (majors).

Almost all of these recommendations are supported and confirmed by the interviews of education and non-education majors discussed in the next section.

Student Interviews

Two questionnaires were devised to assess how education and non-education majors felt about careers in education. For the most part, the same type of questions were asked of each (See Appendix). The education major form contained seven general questions. The items were both general and specific. Each statement was direct and followed by an "enhancing" question to augment and, if necessary, to clarify student responses to the main question. All items were open-ended, and the investigators were able to categorize answers into several distinct categories.

After permission was granted to visit several campuses, at least 8 education and non-education majors met with one of the two consultants at each institution. All participants were interviewed at their respective universities. It was assumed that all volunteers responded in an open and honest way. At no time did the consultants encourage a specific response in introducing the study to the students. Each student was permitted to ask questions and the investigators read each question completely to assure uniformity. All students were tested in the same room but spaced sufficiently to avoid any peer pressure or social responses. The entire testing required approximately one hour.

Six (6) institutions (1 private and 5 public) provided random groups of education and non-education majors. (Two of the institutions were black colleges.) There were no significant differences by institution on either questionnaire. (Profiles of both education and non-education majors are included in Tables 15 and 16.)

Table 15

Profile of Education Majors Surveyed*

	Females (N = 83)	Males (N = 12)
	White (N = 73) / Black (N = 20) / Other (N = 2)	
Age (Mean)	24	
GPA (Cumulative)	3.0	
GPA (in major)	3.3	
Average Classification	Junior	
High School	Public (N = 53)	Private (N = 40)
High School GPA	3.2	
High School Curriculum	General Tract (N = 55)	Honors (N = 33)
ACT (Mean)	19.4	

*Valid cases only

Education Majors

On the first question to education majors (N = 95), "why did you choose education as a major," 59% reported that they wanted a career working with others and 3% reported working conditions (9 month contracts, short day, etc.). When asked "who, if anyone, influenced you in this career decision," 48% reported "themselves" compared to 17% who reported "teacher(s)", 12% stated "family" and 6% indicated "others" (friends, neighbor, etc.)

For the second question, "where will you apply for certification and a teaching position after graduation," 84% said Louisiana, 5% indicated outside of Louisiana, and 5% were undecided. When asked "at what grade level," 74% said grades 1-8, 16% said grades 9-12 and 4% were undecided.

The third question was "what suggestions do you have to attract more students to teaching careers? "Sixty percent said "increased salary" followed by 30% who suggested "advertising the importance of teaching," 8% who suggested lower requirements, and 2% had no suggestions. However, when asked "how can we attract more black students," very few provided any meaningful suggestions.

The fourth question presented was "what are some of the obstacles to becoming a certified teacher?" Forty six (46) percent stated the National Teachers' Examination, 26% referred to the difficult curriculum, 11% stated there were no obstacles, 3% stated "required GPA" and 14% gave irrelevant answers.

With regards to the fifth question, "do you think it is difficult to graduate as an Education major compared to some other academic major," 61% chose yes and 38% chose no. When asked "do you think that a major in Education is as challenging as other majors," 89% said yes and 11% said no. When interviewed, 40% thought that this is so because of the curriculum, 2% referred to the NTE and other required tests, 7% thought people's attitudes made them work harder and 16% gave a variety of reasons.

With regards to the sixth question, "if you could make it easier to graduate and become certified as a teacher what would you change," 43% recommended reduced course requirements, 25% recommended lowering the NTE qualifying scores, 9% recommended lowering the required GPA, and 23% recommended no changes.

The last question was "what do you think could be done to improve the situation of the typical classroom teacher?" Thirty five percent (35%) stated higher salaries, 27% stated smaller classes, 24% stated improved discipline, 8% stated better facilities, 4% stated improved parent-teaching relations, and 2% stated a variety of ideas.

Race and Sex Differences

The only significant percent difference between blacks and whites was on how to make graduation easier--21% of whites reported lowering the NTE scores compared to 60% of blacks. The only significant percent difference between males and females was on how to make teaching more attractive--50% of males, compared to only 1 percent of females, suggested lowering the requirements. Forty five percent of females reported that others should be informed of the importance of teaching but no males gave that response as a means of making teaching more attractive.

Non-Education Majors

On the first question to non-education majors (N = 31), would you consider becoming a teacher, 55% said yes and 45% indicated no. Twenty three percent (23%) would consider a teaching career reported because "they enjoy teaching." Twenty six percent (26%) who said no reported because of inadequate pay, while 39% reported no interest. When asked "is there anything in particular that dissuades you from becoming a teacher," 25% stated "low pay," 8% claimed "professional image" and the others gave a variety of answers or none at all.

The second question was "are there any aspects of teaching that you would enjoy?" Eighty one percent (81%) said yes, 16% said no and 3% were undecided. When asked to elaborate on what

aspects of teaching they would enjoy, 48 percent said "interacting with others, 23% indicated teaching techniques (methods of instruction) and 7% reported fringe benefits.

The third question was "what suggestions do you have that would make teaching a more attractive career to college students in general?" The rank ordered responses were better pay and fringe benefits, improved facilities, improved curriculum and more jobs. However, when asked "how can we attract more black students," there were too many blank responses to make a statistical judgement.

Question four was "what do you see as the major obstacles for you to become a teacher?" Twenty nine percent (29%) said low pay, 7% said requirements for certification, 3% said required testing, 3% said difficult curriculum, and 16% gave a variety of reasons.

On question five, "do you think a major in education is as challenging as other majors," 55% said yes and 19% said no. Sixteen percent (16%) were undecided. When asked why or why not, 19% of those who said yes reported that the education curricula contained a broad knowledge of subject matter. Those who said no (36%) reported that subjects were "too easy."

The last question asked was "what are your suggestions for improving the situation of the typical classroom teacher or to making teaching more attractive as a career?" Eighty one percent (81%) suggested higher pay and benefits, 39% suggested having smaller classes, 29% recommended improved discipline in schools, 13% suggested better facilities, and 16% believed that curriculum in schools should be improved.

Other Findings

Other notable differences by race and high school curriculum were found for non-education majors on the open-ended survey questionnaire. These findings are noted below.

*Fifty eight percent (58%) of blacks reported that they were not interested in being an education major compared to 31% of whites.

*Eighty three percent (83%) of whites reported that low pay would dissuade them from becoming a teacher compared to 43% of blacks.

*Twenty seven percent (27%) of blacks reported that there was nothing they would enjoy about teaching compared to 7% of whites. Of those who indicated that "they would enjoy teaching," 79% of whites, compared to 40% of blacks, reported that they would enjoy the aspect of "interacting with others."

*Sixty nine percent (69%) of high school honors students stated that they would consider a career in teaching compared to 46% of students who were in general tracts in high school. Of those who stated that they would not consider teaching, 46% of general curriculum students reported because of inadequate pay compared to 25 percent of honor students.

TABLE 16

Profile of Non-Education Majors Surveyed*

Sex	Females (N = 23)	Males (N = 8)
Race	Black (N = 15)	Whites (N = 15)
GPA (Cumulative)	2.8	
GPA (in major)	3.0	
Average Classification	Sophomore	
High School	Public (N = 25)	Private (N = 6)
H.S. GPA	3.2	
ACT (Mean)	20	
H.S. Curriculum	General Tract (N = 55)	Honors (N = 13)

*Valid cases only.

Teachers Questionnaire

A five item survey form was designed to assess how teachers felt about careers in education. The five items were both general and specific. Each statement was direct and when necessary was followed by an enhancing question to clarify teachers' responses to the main question. All items were open-ended and the investigators were able to divide answers into several distinct categories.

All teachers who had enrolled in several graduate classes in the summer of 1985 were asked to volunteer and respond in an honest fashion. At no time did the investigators encourage a specific response in introducing the teachers to the study. Each teacher was permitted to ask questions and the items were read aloud to assure uniformity. Each session lasted about 30 minutes.

Forty (40) individuals volunteered to participate. There were 36 females and 4 males, with an average age of 37 years. In the group were 27 blacks, 12 whites and one hispanic. Twenty one had graduated from public colleges and 18 from private institutions. (No significant differences were found on the institutional variable.) Most of the group (23) had graduated during the 1970's. With respect to the NTE, 20 indicated that they had passed on their first attempt; six on the second

attempt; and one on the third attempt. Thirteen (13) did not respond to the question on the NTE. Sixty percent (21) of the respondents had graduated from a general curriculum program in high school compared to 40 percent (14) who graduated from an honors program. As the results are presented in the next few paragraphs, there are some instances when the total percent of responses exceed 100 percent. This is due to the fact that some individuals gave more than one response to some of the questions.

With regards to the first question "why did you choose education as a major," 59.5% stated "attractive career opportunity," 35.1% reported "love of children/adolescent," and 5.4% reported "good benefits" (e.g., 9 month job). When asked "who influenced you most to become a teacher," 28.9% said a family member, 36.8% said a former teacher, and 10.5% stated friends and others.

With regards to the second question, "what are your perceptions of the NTE," 45.9% responded that the NTE should not be required for certification; 10.8% responded that it should be required; 32.4% responded that it could be required provided additional criteria were used; and 10.8% had no suggestions. When asked if the NTE was fair to minorities, 66.7% reported no, 16.7% reported yes and 16.7% reported that they did not know.

On the third question, "what suggestions do you have to attract more students to teaching," 77.8% identified increased salary and benefits, 77.8% identified better facilities, 74.1% suggested a better image of teachers, and 85.2% recommended having students observe experienced teachers. On question four, "what were the major obstacles to you becoming a teacher," 47.4% reported none; 15.8% reported the NTE; and 15.8% reported the curriculum.

On the last question "what are your suggestions for improving the situation of the typical classroom teacher," 74.1% said higher salary and benefits; 37.7% said better school discipline; 51.9% indicated smaller class sizes; 14.8% suggested better facilities; 14.8% recommended improved parent-teacher relations; and 29.6% said less paper work.

Sex and Race Differences

Even though the sample was small, some non-significant but interesting differences were found in responses by sex and race. For example, all four males chose education as a major because of the career opportunities they saw in teaching; approximately 55 percent of females (18) chose teaching for the same reason. However, 39 percent of females (13) also chose "love of children" as their major reason for becoming teachers. Two of the four

males were influenced by their family to become a teacher as compared to 26.5% (9) of females. Approximately 27% (9) of females were influenced by a former teacher. Two of the four males reported that the NTE should not be required as compared to 45.5% (15) of females. However, 33.3% (13) of females said the NTE can be required provided additional criteria are used. A little more than 71 percent (15) of females reported that the NTE was fair to minorities compared to only one of the males.

With respect to differences by race, 65.5% of blacks chose education as a major because of the career opportunity it offered as compared to 50% of the whites who responded. Forty percent of whites also reported that they became teachers because of their love of children compared to 30.8% of blacks. Thirty two percent of blacks (8) were influenced by family to become teachers compared to 16.7% of whites. A third of the white respondents were influenced by a former teacher compared to 20% of blacks.

There were interesting responses by race on the NTE requirement. For example, 46.2% of blacks reported that the NTE should not be required for certification as compared to 40% of whites. However, 42.3% (11) of the blacks said the NTE should be required provided that additional criteria are used. Only one white respondent gave the previous response. When asked if the NTE was fair to minorities, 78.6% of blacks (11) said "no" as compared to 44.4% of whites (4). However, 44.4% of whites (4)

reported that they did not know.

Finally, most (57.7%) of those persons who passed the NTE the first time stated that the test requirement should not be required without additional criteria. Eighty three percent (5) of those who passed the test on the second attempt recommended tht the NTE should not be required as compared to only 26.3% (5) of those who passed it the first time. No one who had to take the NTE more than once reported the need for additional criteria.

CHAPTER FOUR

Recommendations

This study has confirmed the hypothesis that there has been a steady decline of Louisiana's education graduates since 1976. Even more, the study data show that the number and proportional representation of black education graduates have dropped substantially and sharply. The findings have also provided some valuable insights from education and non-education majors on pre-professional teacher education programs and the teaching profession. These students also gave several responses which Louisiana's educators, legislators and other policy-makers can use to reduce the severity of teacher shortages in the state's elementary and secondary schools. This brief concluding chapter is devoted to select recommendations which not only Louisiana, but other states as well, can implement to increase the number of highly qualifed teachers in elementary and secondary schools. The recommendations are by no means exhaustive, but they are strategies which can be implemented with little difficulty.

1. Salaries for teachers in the state must be increased and maintained to at least a level comparable to the national average. As reported in the results of the education and non-education surveys and interviews, low salaries for teachers are major obstacles for retaining and attracting young people into the profession. The national average salary for teachers in 1984 with 15 years of experience was $22,200 according to the National Education Association. The average teaching salary in Louisiana was approximately $18,400 (Louisiana Department of Education, 1984). (Louisiana also ranked last among the 50 states in the percent of male teachers in public elementary and secondary schools. Louisiana had approximately 18% of male teachers compared with the national average of 32 percent.) This critical barrier of salaries must be removed to prevent the early retirement of veteran teachers and to attract highly able young people who are interested in preparing the next generation of professionals for their careers.

2. Financial incentives such as scholarships and forgivable loans should be offered by universities and the state to entice academically-able high school students into majoring in education. The results of this study indicate that tuition costs for college students are serious concerns for all majors. However, non-education majors find it extremely difficult investing in an academic field that will net them a low entry-level salary when

they graduate. In the 1960's, scholarships and forgivable loans were highly successful for students who agreed to teach for the same number of years they received "free tuition." Similar programs should be revived by universities and the state government to obtain a larger share of high school students who have performed well in their secondary studies and obtained high ACT/SAT scores. Criteria should be established, specifically with respect to scores on the ACT or SAT, that are above average but not to the exclusion of blacks and other minorities. Average ACT and SAT scores of blacks and whites are not equal but a common score should be established so that all groups will have an opportunity to apply for a scholarship or forgivable loan.

3. Undeclared majors in Colleges of Arts and Sciences should be recruited to become teachers and be eligible for financial incentives offered to entering college students.

Many highly able students enter college without declaring a major in their freshman and sophomore years. Some of these students should be actively recruited within their institutions to consider a career in teaching. Since counselors and other special academic advisors meet with these students most often, these staff members should help college administrators and faculty by identifying those young people who may be excellent future teachers. Those students who do elect to become education majors should be allowed to apply for special scholarships and

forgivable loans if they have met the academic requirements for receiving these forms of financial assistance.

4. High schools, with the assistance of education faculty at colleges and universities, should offer an Introduction to Teaching course to familiarize students with the teaching profession. The best way to influence high school students' decisions to become teachers may be through an introductory course about the essential skills and self-satisfaction of teaching others to learn. As evidenced by the results on the student surveys, almost all education majors and more than half of non-education majors expressed an interest in teaching because of their desire to serve others. Some of those students who do not plan for a career in teaching may change their minds after learning more about the profession in their junior or senior year of high school. An introductory teaching course may be an effective recruiting vehicle for colleges with education programs. These experimental seminars, team-taught by a college faculty member and a high school teacher, might include such content as teaching and learning fundamentals, as well as opportunities for micro-teaching by the students.

5. Specific institutional remedies should be established to improve the passing rates of blacks on the National Teachers Examination. As the data for both Louisiana and selected states

show, an average of only about 20 percent of blacks pass the National Teachers Examination compared to close to 80 percent of whites. In Louisiana's black colleges, as well as other institutions where black students major in education, seminars in test-taking skills should be offered to give test-takers strategies for using time wisely; pacing themselves; guessing; handling items that require an individual to use different cognitive skills (e.g., items which include except, but, not, etc.); preparing for the testing situation, and so forth. Many students, and blacks particularly, approach testing situations with fear and, in many instances, with a lack of confidence that they can succeed. Providing these mostly psychological incentives should help to improve these students' confidence levels so that they can achieve the required qualifying scores on these examinations. Furthermore, students should be encouraged to take the exam early and in parts rather than waiting until their senior year to take all four sections of the exam. Students who participate in these seminars must recognize, however, that these are test-taking strategies only and not content-based sessions. The students themselves must assume the responsibility of knowing not only the content of their course work but also how to read critically in testing situations.

6. Legislators and members of the state's education governing boards should consult deans and chairpersons of education before amending standards for teacher education programs. One of the comments that arose often in conversations with deans and chairpersons was that state standards for teacher education programs have been changed too often in recent years. These administrators agree that higher requirements necessarily have resulted in corresponding increases in the quality of education students, but administrators have been frustrated by the regular addition of standards which usually are established without their consultation. The confusing nature of these revisions can be minimized if those individuals responsible for monitoring teacher education programs at the state's 21 colleges of education were consulted prior to decisions to add more teacher education requirements. Since these individuals must implement these regulations, it seems only proper that their expert advice be solicited.

7. Local citizens, civic and community organizations, businesses, the media and other sources of influence must assume leadership in mounting a concerted effort to improve the image of education and the teaching profession. As noted in this study's surveys and interviews with students and deans, teaching as a profession today has low prestige as a career occupation. Both education and non-education majors indicated their strong perception that teachers are not respected in most of the communities where they teach. This attitude must be reversed by

all individuals and groups in the community who are concerned about the education of children and adolescents. The vast majority of teachers in the nation's schools are committed to serving others. These individuals' greatest reward, however, is not financial but the simple satisfaction of having influenced or improved the "life chances" of their students. Teachers deserve the respect, therefore, not only of their students but also of the community for which they are preparing these children. Businesses, civic and community organizations, local citizens, the media and others can be instrumental in reversing today's tide of negativism toward teachers and education. Increased respect and appreciation for teachers will attract more young people into the profession and foster among current teachers the kind of self-esteem necessary for keeping them in their important career.

References

Astin, A. W. (1984). The American Freshman: National Norms for Fall 1984. Washington, DC and Los Angeles: American Council on Education and UCLA.

Chronicle of Higher Education (September 4, 1985). Higher pay for "crackerjacks" among reforms proposed for school teaching.

Corrigan, Dean. Statement prepared for September 1981 hearings before the Subcommittee on Postsecondary Education (House of Representatives) on Teacher preparation: Problems and prospects. Washington, DC: Government Printing Office, 1982.

Dilworth, M.E. (1984) Teachers' totter: A report on teacher certification issues. Washington, DC: Howard University Institute for the Study of Educational Policy.

Feistritzer, C. Emily (1983). The condition of teaching: A state by state analysis. Princton, NJ: Carnegie Foundation for the Advancement of Teaching.

Garibaldi, Antoine M. (1984). Black colleges and universities: Challenges for the future. NY: Praeger.

References (continued)

Goertz M.E. and B. Pitcher (1984). The impact of NTE use by states on teacher selection. Princeton, NJ: Educational Testing Service.

Journal of Teacher Education. (1983, Jan.- Feb.) FYI: Enrollment projections suggest teacher shortage in late 1980's. Volume 34, No. 1.

Kauchak, Donald. (1984, May). Testing teachers in Louisiana: A closer look. Phi Delta Kappan, 65, 9.

Kluender, Mary M. (1984). Teacher education programs in the 1980s: Some selected characteristics. Journal of Teacher Education, 35, 4.

Louisiana Department of Education (1984). 135th Annual Financial and Statistical Report (Bulletin 1472: 1983-84 Session). Baton Rouge.

Mangieri, John N. and Kemper, Richard E. (1984). Factors related to high school students' interest in teaching as a profession. Fort Worth, TX: Texas Christian University.

National Center for Education Statistics (1983). Participation of black students in higher education. A statistical profile from 1970-71 to 1980-81. Washington, DC: U.S. Department of Education (November).

Time (July 22, 1985). And now, a teacher shortage.

Trent, William T. (1984, May). Equity considerations in higher education: Race and sex differences in degree attainment and major field from 1976 through 1981. American Journal of Education.

APPENDIX

Expanded Text of Deans' Interviews

1. Are there fewer students majoring in education at your institution than there were 8 years ago?

A) Yes, there has been about a 30% drop since '76, but the number has been stable over the past 2 years. B) Yes, majors are down some 28%. C) Yes, there has been a decline... enrollment went down to about 50% of what it was 8 years ago, but it is growing back now to 60% of what it was. There was a big increase last year. D) Yes. Enrollment is down from 8 years ago but is now the same as 5 years ago. During '83-84, there was a 10% increase in enrollment. E) Yes, there is a drop in undergraduates in education. Student teachers have dropped from 300 in better days to 40 now. F) Yes, there are fewer education students, about half as many as eight years ago. Enrollment is up this year over last year, however. G) Yes, enrollment is about 60% of 1973-74 enrollment in teacher education. H) Yes, there are fewer majors. I) Yes, there has been a decline in the number of students majoring in education.

2. Is there a qualitative decline in students majoring in education?

A) There is a qualitative increase due to higher state standards and entrance requirements. Secondary students are higher in quality than before. B) No, those passing the NTE have increased from 58% to some 80% since two years ago. Students are as good or better in quality and competence than ever before.

This is attributed to more strict standards put into effect recently. C) Teacher education majors are as capable in college as students in other majors. D) No, they are of about the same quality. More are passing the NTE than before. E) There is not a decline in quality of students. They are as high as ever in quality. ACT scores and GPA's show education majors on par with majors from other departments. Education students have a higher GPA on average in non-major (core) courses than the non-education majors. F) There has been no noticeable decline or problems with teaching skills. G) Students seem to be better in quality than in years past. NTE seems to have forced weaker students out of attempting to major in education. They (faculty at this institution) have also worked to improve their program and this has helped to attract and keep higher quality students. The program is better but for fewer (and better) students. H) Yes, there has been a decline. ACT or SAT standardized test scores and classroom performance are lower. I) Faculty in education don't really have much contact with students until they are at the end of their sophomore year. Most students with aptitude and/or communication problems tend to drop out by Junior year. Education majors are as competent as they ever have been.

3. What are the major barriers for attracting education majors? Black students?

A) The low salaries and recent low status; haphazard imposition of state requirements confuses students; for black students, there are other avenues for careers; poor discipline in

schools; other career options; B) Bad publicity, popular beliefs of job problems, and certification requirements are much too rigid. C) NTE score requirements are too high; NTE publicity scares away students. D) State requirements are too high and frighten away students. The whole set of state mandated requirements are discouraging to students. E) Low salaries for the teaching profession deter black students from entering or staying in teacher education. Media attention on how black students fail to pass NTE may also discourage some black students from becoming teachers. F) Black students who are considered to be academically talented are pushed toward more lucrative fields; less academically able black students tend to choose teaching; some students may choose majors that have less strict requirements.

4. What are the major obstacles for retaining education majors? A) Some education departments have a Junior (first and second years) and Senior level (third and fourth years) and thus don't see students at the Junior (lower) level; so many students may change majors or leave the college. B) Test scores and other strict requirements discourage students. C) It is difficult to retain students because of all the standards required to stay in teacher education (state and local requirements, course load, tests to pass...all the requirements to be admitted, graduated, and certified). D) Standards for graduation are more strict than for other, non-teaching majors. Why do education majors

have to have a 2.2 GPA, while other non-teaching majors only a 2.0? E) Some students (secondary education math and science majors...especially women) graduate from teacher education programs but tend to choose jobs in private industry and not teaching positions. F) The liberal arts faculty has a low perception of education and the low status of the career; both discourage students.

5. Are state requirements for teacher certification and teacher education too stringent? If so, what changes would you recommend? A) State standards are not too stringent and do not seem to be a barrier for attracting or retaining students. B) Maybe there have been too many requirements (safeguards) all at once (overkill). Maybe a few requirements should have been imposed and then their effects given study later on. Recommends keeping entrance requirements, but giving a wider window (lowering standards slightly) so more can get in; would also change GPA to 2.2 overall average. C) Some schools feel they need to strengthen their own programs. Not sure that rigid, tough standards prevent black students from choosing or being admitted to teacher education any more than white students. D) There should be more flexibility given to individual schools to plan their own programs and have each of these given approval on an individual basis. E) There are too many state requirements in Louisiana and too many exceptions that are approved; not

necessarily too tough but too many and too confusing. F) There should be more control at the college level. Education departments should have input into alternative certification programs, not as it was done in New Jersey. G). State restrictions are not too stringent, but state rules/regulations for teacher education are scattered, disorganized, unsynthesized. Year after year new rules come into play based solely on whims of various groups (e.g., Board of Elementary and Secondary Education, Board of Regents, legislators).

6. Would you favor an alternative to teacher certification compared to the traditional 4-year program?

A) Yes, in the secondary area so that Arts and Sciences graduates could more easily gain certification at post-graduate level. B) Recommends more post baccalaureate programs for non-traditional students to become certified as teachers; sees need for alternate programs for juniors, seniors, and graduates to fit into a program more easily once they have transferred from other departments. Older students have much to offer as students. C) One respondent is not in favor of a five year alternative to 4-year programs. Four years are really long enough. Does favor a stronger liberal arts core curriculum. D) Another respondent favors certification package for non-education graduates to make teacher education more accessible for black students.

7. Have state policies for admission to teacher education since 1978 deterred/attracted more high quality education majors?

A) One respondent sees no relationship. B) State policies don't make a difference for attracting education majors. C) Not attractive at all for high quality students; policies just keep out the marginal students at the lower end. D) Neither. There are the same number of high quality people, but just fewer weak students.

8. How are candidates for admission selected?

A) Candidates are not interviewed unless their ability comes into question after admission (counseled out). Schools follow state standards (2.2 GPA, 16 ACT, speech screening). B) State standards: students take the two parts of the NTE and an in-house basic skills test. C) Students are admitted based on ACT scores, competency exam at end of Junior division (sophomore year); "C" grade or better in Psychology, English, Education, teaching area, and minor; plus recommendation of advisor; must pass two parts of the NTE before student teaching. D) Applicants need 2.0 GPA and 24 semester hours to begin taking upper division courses. Doesn't really know how many are turned away. Students become majors during registration as walk-ins. Some may turn away when they discover the requirements. A speech and hearing exam is required. E) Students are admitted to teacher education usually in their junior year. They can be admitted as freshmen if they possess ACT score of 16 or higher. The full acceptance tract requires ACT, GPA of 2.2, and English proficiency exam (multiple choice and written essay); the essay

can be retaken indefinitely. Speech and hearing screening given to applicants. All provisional students are interviewed by education faculty before they are admitted to major. Provisional students can take no more than 7 semester hours in education until they reach criteria for acceptance.

9. What are some of the specific ways that might attract more black students to teacher education programs? To the teaching profession?

A) One respondent doesn't really know; maybe scholarships at the state level earmarked for black students. B) Another respondent says that there are as many black students at that school as before but fewer in teacher education. C) Not sure what to do to attract black students specifically to teacher education, but realizes there is a strong need for them in the teaching field. D) Another respondent proposes more scholarship funds (the school provides 25 scholarships ranging between $50-$1,000.) Use high school relations department. E) Money incentives to become a teacher or teacher education major; had little idea of how many black students there were, or what percentage of total majors they comprised in Education. (All respondents proposed that higher teaching salaries and more scholarship and aid money would lure more able black students into teacher education.)

EDUCATION MAJOR

SEF STUDENT QUESTIONNAIRE

Directions: Please take a few minutes to supply the information that is requested as completely as you can. Thank you for your help.

Institution_____ Sex (M) (F) Age ____

Race (W) (B) (H) (Other) GPA: Overall_____Major_____

Academic Major_____ Class (F) (S) (J) (S) (Other)

High School Attended_____ () Public () Private

High School GPA_____ ACT score_____ SAT score_____

Type of High School Curriculum _____(e.g., general, honors)

Father's occupation_____

Mother's occupation_____

1. Why did you choose education as a major? Who, if anyone, influenced you in this career decision?

_____

_____

2. Where will you apply for certification and a teaching position after graduation? At what grade level(s)?

_____

_____

3. What suggestions do you have to attract more students to teaching careers? More black students?

_____

_____

4. What are some of the obstacles to becoming a certified teacher?

5. Do you think it is difficult to graduate as an Education major compared to some other academic major? Do you think that a major in Education is as challenging as other majors? If so, why?

6. If you could make it easier to graduate and become certified as a teacher, what would you change? (e.g., test scores, GPAs, scholarships, course requirements)

7. What do you think could be done to improve the situation of the typical classroom teacher? (e.g., higher salaries, smaller class sizes, better student discipline)

NON-EDUCATION MAJOR

SEF STUDENT QUESTIONNAIRE

Directions: Please take a few minutes to supply the information that is requested as completely as you can. Thank you for your help.

Institution_____Sex (M) (F) Age_____

Race (W) (B) (H) (Other) GPA: Overall_____ Major_____

Academic Major_____Class (F) (S) (J) (S) (Other)

High School Attended_____ () Public () Private

High School GPA_____ACT score_____SAT score_____

Type of High School Curriculum_____(e.g., general, honors)

Father's occupation_____

Mother's occupation_____

1. Would you consider becoming a teacher? Why or why not? Is there anything in particular that dissuades you from becoming a teacher?

_____

_____

2. Are there any aspects of teaching that you would enjoy? If so, what?

_____

_____

_____

3. What suggestions do you have that would make teaching a more attractive career to college students in general? To black students?

5. Do you think a major in education is as challenging as other majors? Why or why not?

6. What are your suggestions for improving the situation of the typical classroom teacher, or to make teaching more attractive as a career? (e.g., higher salaries, better discipline, smaller class sizes)

SEF QUESTIONNAIRE

TEACHERS/ADMINISTRATORS

Directions: Please supply the information that is requested as completely as you can. Thank you for your help.

Sex (M) (F), Age_____, Race (B) (W) (Other)_____

Undergraduate Institution_____, Major____

GPA Overall _____ Major_____, Year Graduated 19_____?

Certification in _____

Year Passed NTE 19____, Passed NTE 1st time____, 2nd ___, 3rd____?

High School_____, Graduated 19___, () Public, () Private,

ACT Score_____, SAT Scores Math _____, Verbal _____,

Type of H.S. Curriculum_____(e.g., general, honors)

1. Why did you choose education as a major? Who, if anyone, influenced you in this career decision?

_____

_____

2. What are your perceptions of the NTE (i.e, should it be required for certification, is it fair to minorities, etc.)?

_____

_____

_____

_____

3. What suggestions do you have to attract more students to teaching careers? More black students?

_____

_____

4. What were the major obstacles to your becoming a teacher?

_____

_____

5. What are your suggestions for improving the situation of the typical classroom teacher, or to make teaching more attractive as a career? (e.g., higher salaries, better discipline, smaller class size)

_____

_____

_____

_____

About the Author

ANTOINE MICHAEL GARIBALDI

Antoine M. Garibaldi is Chairman/Associate Professor of Education at Xavier University. A native of New Orleans, he received his B.A. in Sociology from Howard University in 1973 and his Ph.D. from the University of Minnesota in 1976 in Educational and Social Psychology. Prior to joining the faculty at Xavier in 1982, he was a research associate at the U.S. Department of Education's National Institute of Education for five years in Washington, DC, where he also served as a staff member of the National Commission on Excellence in Education. His other professional experience includes elementary, secondary and college teaching experience in the District of Columbia and Minnesota, and research at the University of Minnesota. He is a member of numerous professional associations in education and psychology and currently serves on several national and local boards and commissions. He is the author of three books and has published more than 20 book chapters and articles in the Journal of Educational Psychology, Journal of Negro Education, Journal of Research in Science Teaching and the Urban Review. His latest book is a March 1984 edited volume entitled, Black Colleges and Universities: Challenges for the Future, published by Praeger of New York. He is a past associate editor of the American Educational Research Journal and also serves on the board of the Journal of Negro Education.

About the Consultants

Louis A. Castenell, Jr., Dean of the Graduate School and Associate Professor at Xavier since 1981, received his B.A. in Elementary Education from Xavier University (1968), his M.A. in Educational Psychology from the University of Wisconsin (1973) and his Ph.D. in Educational Psychology from the University of Illinois (1980). He is an active member of the American Educational Research Association and the American Association for Counseling and Development and has authored articles on testing and achievement motivation.

Oran Stewart, Assistant Professor of Elementary Education at Xavier since 1983, received his B.A. (1972) and M.Ed. (1973) at the University of Pittsburgh and his Ph.D. at Ohio University (1978) in Curriculum and Instruction, with specializations in Reading and Language Arts. He is an active member of the Association for Supervision and Curriculum Development, the American Educational Research Association and the International Reading Association. He has authored several articles on test-taking strategies and reading development.

PUBLICATIONS OF THE HIGHER EDUCATION PROGRAM RESEARCH SERIES

- A STUDY OF TITLE III IMPACT ON HISTORICALLY BLACK INSTITUTIONS,
  (Dr. Cameron Fincher, Institute of Higher Education, University of Georgia, Athens)

- RECENT COLLEGE AND UNIVERSITY ENROLLMENT PATTERNS OF BLACK STUDENTS IN STATES AFFECTED BY ADAMS-CALIFANO LITIGATION,
  (Dr. William Brazziel, University of Connecticut, and Marian Brazziel, Mansfield Center, Connecticut)

- ACCESS, RETENTION AND PROGRESSION OF BLACK STUDENTS THROUGH THE TWO-TIER FLORIDA HIGHER EDUCATION SYSTEM,
  (Dr. Charles Grigg, Florida State University, Institute of Social Research)

- BLACK EMPLOYEES IN TRADITIONALLY WHITE INSTITUTIONS IN THE ADAMS STATES: 1975 to 1977,
  (Dr. Anne S. Pruitt, Ohio State University)

- DETERMINING THE COLLEGE DESTINATION OF BLACK STUDENTS,
  (Dr. Gail E. Thomas and Dr. Jomills Henry Braddock II, Center for Social Organization of Schools, Johns Hopkins University)

- FACTORS RELATED TO THE POSTBACCALAUREATE CAREERS OF BLACK GRADUATES OF SELECTED FOUR-YEAR INSTITUTIONS IN ALABAMA,
  (Dr. Rhoda B. Johnson, Tuskegee, Institute)

- COPING STRATEGIES: RETAINING BLACK STUDENTS IN COLLEGE
  (Dr. Yvonne Abatso, Langston Urban Center, Tulsa, Oklahoma)

- NETWORKING AND MENTORING: A STUDY OF CROSS-GENERATIONAL EXPERIENCES OF BLACKS IN GRADUATE AND PROFESSIONAL SCHOOLS,
  (Dr. James E. Blackwell, University of Massachusetts/Boston)

- BLACK COLLEGE STUDENTS AND FACTORS INFLUENCING THEIR MAJOR FIELD CHOICE,
  (Dr. Gail E. Thomas, Center for Social Organization of Schools, Johns Hopkins University)

- INSTITUTIONAL EFFECTIVENESS IN THE PRODUCTION OF BLACK BACCALAUREATES
  (Dr. Philip S. Hart, College of Public and Community Service, University of Massachusetts/Boston)

- EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EARLY ATTAINMENT OF BLACK MALES AND FEMALES,
  (Dr. Edgar G. Epps, University of Chicago, and Dr. Kenneth W. Jackson, University of Houston Downtown Campus)

- FINANCIAL ASSISTANCE TO BLACK DOCTORAL STUDENTS IN TWO ADAMS STATES: A POLICY ANALYSIS,
  (Dr. James N. Upton and Anne S. Pruitt, Ohio State University)